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ABSTRACT

The follow-up component of the Youth Opportunities Unlimited (YOU) program tracked students who graduated from YOU programs. Each participating university--Arkansas State, Henderson State, Southern Arkansas, University of Arkansas-Monticello, University of Arkansas-Pine Bluff, and University of the Ozarks--maintained contact with its own graduates. Henderson coordinated efforts and collected and reported data. Monthly contact was through newsletters, birthday cards, holiday cards, phone calls, visits, and interviews. Contact was lost with 10 of 518 students. The Junior-Senior High School Personality Questionnaire (HSPQ) was used to determine self-esteem attitude changes. On pretests, students tested in the extreme ranges; posttest results demonstrated scores in the normal range. During the retreat in 1989 and 1990, students tested again in the normal range. Responses to exit interviews were generally very positive and favorable. Spring interviews showed students maintained a very positive attitude about the program and expressed their intention to complete high school. Grades and school attendance remained stable. Of the 517 students, 19 graduated, 5 received General Educational Development certificates, and 458 were still in school. (Appendixes following the 23-page report include letters, monthly contact schedule and materials, HSQP test profiles, exist and spring interviews, grade and attendance follow-up forms, retreat materials, and stay-in school statistics.) (YLB)

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Final Report

Arkansas Youth Opportunities Unlimited Follow-up

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THIS REPORT IS DEDICATED

TO THE MEMORY OF

SUSAN HOLOPOFF TAYLOR

"I have heard from many of these young people and they have told me that Y.O.U. has been the most rewarding experience of their lives."

Governor Bill Clinton
Governor of Arkansas

"The reinforcement received by the at-risk youth keeps them motivated to succeed."

Dr. Charles Dunn, President
Henderson State University

"The Follow-up calls, letters, postcards, and newsletters show the Y.O.U. students of Arkansas that someone does care about them."

Hillary Clinton
First Lady of Arkansas

"The report is the missing piece...the link between the summer immersion and the graduates' jump back into his/her real life."

Nancy Wood, Chair
State Board of Education

"In fact, I believe in the program so much that I continued to work with it and for it since I have taken my new job in the Governor's office."

Deborah Walz
Special Assistant Education

"The Follow-up is...the only mechanism we have for measuring the effectiveness of the program...the only way we have of continuing contact with the youth...vital to the continued support needed by these youngsters."

Wyonne Swafford, Coordinator
Exemplary Programs

"In addition to the holistic approach of the program, Y.O.U. is unique because of the monthly contact initiated by caring, friendly people who make Y.O.U. an extension of the students' families."

Lori Karimi, Supervisor
Youth Opportunities Unlimited

(letters are included in Appendix A)

III

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Office of the Governor
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Southern Arkansas University
University of the Ozarks
University of Arkansas at Monticello
University of Arkansas at Pine Bluff
Youth Opportunities Unlimited Advisory Board
Youth Opportunities Unlimited Students

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I. Introduction

Need: Drop-out Prevention

To insure the future of the world, we will need to depend on the education and training of our youth. The need for a well educated population can not be underestimated. Because we are such a technological and complicated society, we need the very best educated youth possible. Keeping our children in school to obtain this education is vital. Programs that encourage students to stay in school should have a high priority endorsement nationally.

Drop-outs represent a loss of human potential and productivity which translates into a very high income cost to our society (Hamby, 1989). Current statistics show that approximately one in four students drop out of school without graduating (Kunisawa, 1988). Today's society puts limits on those individuals who lack a formal education. Historically the minimum of a high school diploma was not required for good employment, but it is today. High school dropouts today suffer more difficulty than ever before in obtaining good vocational opportunities (Brief Guidelines on Information and Strategy for Dropout Prevention in West Virginia, 1984).

Dropout prevention is a good investment, especially when considering the alternative. Many dropouts do not participate productively in the work force and are often

considered a burden on society (Gabriel and Anderson, 1987). High dropout rates cost society in such forms as increased crime rates, higher prison cost, an overworked welfare system, and greater economic loss to the nation. Experts maintain the importance of education to help a person become a productive citizen.

We must view the problem in terms of prevention. Potential dropouts have not yet dropped out of school, so the problem may be addressed for some persons by intervention strategies. The use of positive intervention strategies should reduce the high dropout rate. This report shares information about a research study relating to one such intervention approach.

Program: Overview of Youth Opportunities Unlimited

Youth Opportunities Unlimited (Y.O.U.) started in Texas with a successful migrant worker education program. In 1988, Arkansas decided to pursue the Y.O.U. program to help reduce its high school dropout rate. On June 15, 1988, Arkansas implemented its first summer residential Y.O.U. program for high school students who have been designated as at-risk of dropping out of school.

These first efforts of Henderson State University and the Arkansas Department of Education marked the beginning of the Youth Opportunities Unlimited Program in Arkansas. In 1989,

Henderson hosted a second program, with the addition of three more programs at three other Arkansas universities: Arkansas State University, Southern Arkansas University in Magnolia, and University of Arkansas at Pine Bluff. In 1990, a program at the University of the Ozarks was added. In 1991, The University of the Ozarks could not participate in the Y.O.U. program due to a lack of sufficient summer jobs on the campus; however, the University of Arkansas at Monticello was added to the group.

The Y.O.U. participants were identified by their school counselors as "at risk" for dropping out, using factors such as low family income, families who have not completed high school, families who have not placed a substantial value on education, a lack of interest in school, increased mobility, etc, (Gabriel & Anderson, 1987; Steinmiller & Steinmiller, 1990). These students were further screened and selected to participate in Y.O.U. program by representatives from the Service Delivery Areas (SDA). The SDA's are responsible for the allocation of funds from the Federal Jobs Training Partnership Act (JTPA). Primary funding for Y.O.U. comes from the Vocational and Technical Educational Division of the Arkansas Department of Education. In 1988 the cost for each student was $3,150 (Y.O.U. fact sheet, June 1988). In 1989, this rate was increased to $3,250 per student.

Each Arkansas Y.O.U. program gives 14 and 15 year - old students across the state the opportunity to master basic

skills in language arts and mathematics. They also participate in quality work experience during their "intensive" sixty-day residential program on the various universities' campuses (Henderson State University Press Release June 14, 1988).

The academic component of the Y.O.U. program consists of two academic classes and a job skills class. The academic classes are approximately one hour and forty-five minutes and are taught in the morning and afternoon; the job skills class is one hour. The academic classes are taught by Arkansas certified public school teachers. The students are divided into morning and afternoon groups, so that they can attend classes for one half of the day and work the remaining half. This program also enables the students to earn 1/2 credit of elective course work in English, math, or reading which can be counted on their school transcripts toward graduation requirements.

The students are paid for working at specific job sites on the university campus. Most students are able to take home between $600-$700.00 for their endeavors. This amount varies depending on how much they spend of their weekly allowance during the program. The students learn budgeting skills in the job skills class.

Besides the education and work training aspects of Y.O.U. program, a wide range of support services are available to the students. These services include a health care component

(physical and dental), a counseling component, and a recreational component. For some students the Y.O.U. program offers them their first chance to have a dental or physical exam.

The Y.O.U. program is a very comprehensive program that takes into consideration the whole child. Information about the Y.O.U. program, is available from the Y.O.U. Supervisor, Exemplary Programs, Vocational and Technical Division, Luther S. Hardin Building, Little Rock, AR 72201-1083.

Study: Overview of Youth Opportunities Unlimited Follow-up

The Follow-up component of the Y.O.U. program was implemented at the inception of Arkansas's Y.O.U. endeavor, because the program leaders had the foresight to realize accountability is essential to any program. Efforts were made to gain funds to "follow-up" the Y.O.U. students. Through the Carl Perkins Vocational Educational Act, grant funds, the Y.O.U. Follow-up component became a reality.

The primary objective of the Follow-up was to determine whether the students who completed the Y.O.U. programs would graduate from high school. To accomplish this objective, it was essential that a monthly contact be maintained with each student. Because this type of student is often very transient, less than a monthly contact would have increased the number of students lost. We wanted to be sure we could

account for as many students as possible who completed the Y.O.U. program. The graduation rate is reported in chapter IX and Appendix H.

The secondary objectives established for this project included: 1. maintain a monthly contact with the students (see Chapter III and Appendix B), 2. do self-esteem data collection, (see Chapter IV and Appendix C), 3. devise an exit interviews (see Chapter V and Appendix D), 4. devise a spring interview and collect data in the spring (see Chapter VI and Appendix E), 5. devise a grade information sheet and collect data on grades and attendance from the counselors in schools (see Chapter VII and Appendix F) bring students back for a retreat (Chapter VIII and Appendix G) and 6. gather stay-in school statistics (see Chapter IX and Appendix H).

This report is the culmination of all of the Arkansas Y.O.U. Follow-up projects. Because of the intense relationship that has developed between the Y.O.U. students and their institutions, each university maintained contact with its own Y.O.U. program graduation. Henderson State University had the responsibility to coordinate each university effort, as well as collects and reports the data. Thus, this report is made possible through the efforts of all the Y.O.U. Follow-up personnel throughout the State of Arkansas. Included in chapter two is a commentary from each university involved in the Follow-up.

As the Follow-up progressed, it was discovered that

although the above objectives were important to determine the success and accountability of the Y.O.U. program, the Follow-up served an even more important role. Because of the emphasis on monthly student contacts, the Follow-up had become not just a research vehicle, but a life-line for many of the Y.O.U. students. This aspect of the Follow-up has become so important that the Arkansas Y.O.U. leaders are trying to find other funds available to extend the Follow-up effort on a permanent basis.

II. Commentary from Each Program

Arkansas State University

Arkansas State University joined the Y.O.U. Follow-up effort after their first summer of participation with the program in 1989. Three Follow-up staff members have participated in contacting students. Rick Thompson was the Follow-up coordinator for the 1989 and 1990 school years. In 1991, Ken Leger and Judy Rogers began as the Follow-up coordinators. Many staff members at ASU have contributed to the success of the program on campus and the list is far too long to list all.

Dr. Randy Bass is the current Director. Dr. Rick Stripling was formerly the Director. The Y.O.U. Follow-up efforts could not have been complete without the cooperation of Dr. Mossie Richmond, Vice-President for Student Affairs.

Newsletters are sent quarterly. Cards are sent on holidays and birthdays. Questionnaires with letters and cards for address changes have also been sent to the students (see Appendix B). The Follow-up attempts to contact each student and their counselor. If students cannot be located, attempts are made to locate them through schools, friends, neighbors, or others who can be reached.

Henderson State University

The Henderson State University Follow-up began in 1988 after the pilot group of Y.O.U. students returned to their homes and schools. A Henderson staff person and graduate assistant were employed to contact the students on a monthly basis and request grades and attendance on each student quarterly. This project could not have succeeded without the help of dedicated staff and campus support. Marshel Johnson, Christy Clark, Patricia Gilbert, Sabrina Mecum, Marsha Miller, Sandra Ankton, and authors of this report have worked diligently to ensure the completion of the Follow-up effort on the Henderson State University campus. Dr. Charles D. Dunn, President of Henderson State University, Mary Beth Sudduth, Executive Assistant to the President, and Charles Green, Dean of Education were instrumental in offering support to the Y.O.U. Follow-up effort.

The Follow-up has been an integral part of the Y.O.U. effort on the Henderson campus. Phone calls were attempted on a monthly basis; however, many students do not have phones in their homes. When a phone contact could not be completed, the Follow-up staff sent personal letters to the students or tried to contact them by telephoning neighbors or school counselors.

In addition to telephone contacts, the Follow-up personnel sent quarterly newsletters, birthday, and holiday cards to the students. Examples are included in Appendix B.

Southern Arkansas University

Southern Arkansas University implemented its Follow-up program in 1989 when the university first participated in the Y.O.U. program. Kathleen Mallory has directed the Follow-up efforts on the SAU campus since 1989. The Follow-up Coordinators, O. J. Freeman and Allison Craig have worked diligently to provide a monthly contact with each student. In 1991, Kenya Buffington and Robin Emberton will continue the Follow-up efforts.

The monthly contacts are phone calls, letters, cards, and newsletters. A contact is attempted monthly. This allows for current addresses, as well as enabling the Follow-up personnel to answer any questions or help with problems that the individual students might have. The Follow-up Coordinators work extremely hard to locate students when they move. Often, a current address is not sent to the Y.O.U. Follow-up office. In this case, the coordinators call schools, neighbors of the students, or friends to locate a current phone number or address.

Grades and attendance for each student is requested on a quarterly basis. In the spring, school counselors are asked to interview Y.O.U. students, siblings, and families. They are paid a $10.00 stipend for each interview.

University of Arkansas at Monticello

The University of Arkansas at Monticello joined the Y.O.U. Follow-up effort in 1991, after the completion of their first Y.O.U. program. The Follow-up Coordinator for the UAM effort is Frank Ferguson.

UAM will contact students on a monthly basis through telephone calls, cards, letters, and newsletters.

University of Arkansas at Pine Bluff

The Follow-up at University of Arkansas at Pine Bluff began in 1989 after their first summer of participation with the Y.O.U. program. Hazel Sanders and Delores Burkett-King have worked as Follow-up Coordinators for the 1989 and 1990 students. Many university personnel have worked extremely hard to ensure the continued success of the Follow-up on the UAPB campus.

The Follow-up personnel request grades, attendance, honors and leadership activities of the Y.O.U. students from the school counselors. Follow-up is maintained by newsletters, phone calls, and cards, as well. These cards are mailed on birthdays, Halloween, Thanksgiving, and in the Spring (see Appendix B).

The Follow-up personnel continually request information

on changes with their respective students. This is in the form of new addresses, phone number, behavioral adjustments, as well as new goals and ambitions for the future.

University of the Ozarks

The University of the Ozarks participated in the Y.O.U. program for the 1990 year only. However, they have elected to continue their own follow-up efforts. Sally Wood has coordinated the Follow-up effort since 1990. Sally is a dedicated person who cares about the Y.O.U. students.

Follow-up for the University of the Ozarks campus includes birthday, Halloween, and other holiday cards, as well as letters, newsletters, and phone calls. One half of the students do not have current working phone numbers. This requires phoning relatives of those students or corresponding through the mail.

School transcripts have been collected at the end of the school year by the Follow-up Coordinator. These indicate the grades and attendance. School counselors have been supportive of the Y.O.U. Follow-up endeavers. They are contacted regarding various student matters.

The Follow-up has been especially important to those students who have an unstable home life. Those students can call collect anytime to talk and get some encouragement.

III. Monthly Contact

Monthly contacts are an essential part of the Y.O.U. Follow-up, as is seen in the program commentaries. This is one of the most time-consuming aspects of the Follow-up project. Because our students move often, keeping track of where they are living can become very difficult. To avoid losing contact with our students, we keep in touch with them monthly. This contact has been in the form of newsletters, birthday cards, holiday cards, phone calls, visits, interviews, etc. (see Appendix B)

We have been very fortunate that the persons involved in maintaining the monthly contact have been diligent in their duties. Many times numerous phone calls were needed to locate a student. Often students do not have telephones in their homes and arrangements had to be made to contact them through their schools, neighbors, friends, or relatives.

This diligence has paid off, however. Of the 1988 students, the Y.O.U. Follow-up has current addresses on all students. Of the 1989 students, 3 are out of contact with the Y.O.U. Follow-up, and of the 1990 students 7 are out of contact. We have lost contact with only 10 students. This is out of a total of 518. The Follow-up personnel at each university are currently continuing to try and locate these students. **It is important to note that the information in this report is based on a 98% return rate.**

IV. High School Personality Questionnaire Results (HSPQ)

To determine self-esteem attitude changes, we used the Junior-Senior High School Personality Questionnaire. The areas measured in this questionnaire were cool or warm personalities, concrete or abstract thinking, emotional or emotionally calm, phlegmatic or excitable, submissive or dominant, sober or cheerful, expedient or conforming, shy or bold, tough or tender minded, vigorous or withdrawn, self assured or apprehensive, group-oriented or self-sufficient, undisciplined or self-disciplined, and relaxed or tense.

Students entering the Y.O.U. program filled out the inventory during their first week on each campus. They were then given the post-test seven weeks later during the last week of the Y.O.U. program. The results from each graduating group are profiled in Appendix C. As can be derived from the profiles, upon entering the Y.O.U. program, the students tested in the extreme ranges for the measured areas. At the completion of the program, the results of the post-test demonstrated scores in the normal range.

During the retreat in 1989 and 1990, the students were again tested using the HSPQ Inventory. As can be noted in Appendix C, the results of the questionnaire illustrate that the students tested again in the normal range. Therefore, it highly suggests that the self-esteem of the Y.O.U. graduates remained stable over this two year time span.

V. Exit Interviews

At the end of each Y.O.U. program an exit interview (see Appendix D) was administered to the students. Whenever possible we had the persons who would be doing the Follow-up administer the interview. This increased the student familiarity with the Follow-up. Students were asked questions to determine their attitude about the Y.O.U. program and what they felt was their growth from the program. Of primary interest were the answers to question 14 "What changes have occurred for you during the Y.O.U. program?" and question 15 "What final statement would you like to make (about Y.O.U.)?"

The response to the exit interviews were generally very positive and favorable. Most of the students felt that the Y.O.U. program had been a very positive experience for them. Comments such as " it's going to help me have a better attitude about things," "I study better than before," "I'd like to return," and "I get along better with others" were very common responses. Included in Appendix D is a random sampling of the students' responses to question 14 and question 15. These responses are taken from the exit interviews collected from all the Y.O.U. programs across the state of Arkansas over the three year period.

VI. Counselor, Parent, and Student Spring Interviews

During the spring of each year, the school counselors were asked to interview the parents, siblings, and students who graduated from the Y.O.U. programs (see Appendix E). They also completed a self-interview. The counselors were offered a $10.00 stipend for their time and efforts in conducting each set of interviews.

The return on our spring interview was disappointing. We had a very limited return on these interviews. The first year (1989) we had approximately a 50% return rate; the second year (1990) we had approximately 20% return rate; and the third year (1991) approximately 10% return rate. Reasons for this poor return vary, some counselors chose not to participate; others had difficulty reaching the participants' families. Of the interviews that were received though the responses to the questions were similar to those in the exit interviews. The students had maintained a very positive attitude about the program and expressed their intention to complete high school.

Because of the diminishing participation and the low number of interview returns, this is a part of the future Follow-up efforts that will not be recommended for continuation. A possible mail out questionnaire with a reward for its return might be considered.

VII. Grades and Attendance

Grades and attendance were requested from the counselors at the Y.O.U. students' respective schools on a quarterly basis. Table 1 (below) represents an average of the grade point averages (GPAs) of Y.O.U. students from each participating school by year that attended the Y.O.U. program. Also listed is a comparison of the GPAs of the year prior to their attendance in the Y.O.U. program. As can be noted by Table 1, there appear to be no significant increases or decreases in grade point averages.

TABLE 1
Grades*

	School Year			
	1987-88	1988-89	1989-90	1990-91
	(PreYOU)	(1st year post)	(2nd year post)	(3rd year post)
1988 Group	2.76	3.23	2.65	2.70
		(PreYOU)	(1st year post)	(2nd year post)
1989 Group	----	2.28	2.19	2.30
			(PreYOU)	(1st year post
1990 Group	----	----	2.12	2.34

Data was also collected regarding the students' school attendance. Although there was a slight improvement in attendance, as can be noted in Table 2, there were no significant attendance changes. Basically, students maintained a stable attendance rate.

TABLE 2
Attendance*

	School Year			
	1987-88	1988-89	1989-90	1990-91
	(PreYOU)	(1st year post)	(2nd year post)	(3rd year post)
1988 Group	2.76	3.23	2.65	2.70
		(PreYOU)	(1st year post)	(2nd year post)
1989 Group	----	3.01	2.91	2.74
			(PreYOU)	(1st year post
1990 Group	----	----	2.82	2.65

* Absences are reported in average days absent annually. A large number of the students had 0 days absent per report.

VIII. Retreat

As another part of the Follow-up, the graduates from the various Y.O.U. programs were invited back for a two-day retreat at their university campuses. Expenses were paid through the Follow-up monies.

The Y.O.U. staff transported the students to and from their hometowns and the campus. During the retreats, activities included dances, breakfasts, cookouts, and "rap" sessions in the dorms. On some campuses, the students participated in work seminars.

This was an opportunity for some campuses to retest the students using the H.S.P.Q. Inventory. As noted on the page 5, the positive self-esteem measures continued (see Appendix C). Included are some of the forms used in this process (see Appendix F).

The retreat was very successful, but expensive. Transportation and food cost may make the retreat prohibitive for persons trying to duplicate the project. It is also recommended that if one should attempt the retreat aspect of the Follow-up, only the last graduating class should be invited back. On one campus three groups were included and the age span caused some problems.

IX. Stay-In Statistics

As mentioned earlier, the primary objective of the Y.O.U. Follow-up Program was to determine how many of the students who graduated from the Y.O.U. program stayed in school and graduated from high school (Appendix H). The stay in rates are reported per year, combining the results from each campus.

Of the 42 students who graduated from the 1988 program, 19 graduated from high school, 4 received General Education Diplomas (GEDs), 12 are in high school, 1 has died, 6 are not in school at this time, and the Follow-up has not lost contact with any 1988 students.

In 1989, 169 students graduated from the Arkansas Y.O.U. programs. From that group 1 has received a GED, 153 are still in school, 1 has died, and 11 are not in school at this time. We have lost contact with only 3 of the 1989 students (see Appendix H).

In 1990, 306 students graduated from the Arkansas Y.O.U. program. From that group 291 are still in school and 8 are not in school at this time. We have lost contact with only 7 of the 1990 students.

Of the 517 students who have graduated from the Y.O.U. programs during the 1988, 1989, and 1990 years, 19 have graduated, 5 have received GED's, 458 are still in school, and 25 are not in school at the time. We have lost contact with only 10 students as of this report.

X. Projects

One of the exciting aspects of research is the use of the information. We have been pleased that the Follow-up research data has been used in a number of papers, projects, and presentations.

As of June 1991, four masters thesis using the Y.O.U. Follow-up data have been proposed. Two persons interested in possibly doing doctoral dissertation have proposed using the data. Results from the follow-up have been presented at many local, state, national, and international meetings. The following are some of the organizations for which the Follow-up personnel have presented information about the program.

American Council on Rural Special Education
Arkansas Association for Counseling and Guidance Development
Association of Teacher Educators
Council for Exceptional Children
International Reading Association
International Special Education Conference
National Rural and Small School Consortium
National Speech Communication Association

XI. Conclusion

The purpose of the Follow-up is multifaceted in nature. The primary responsibility was to collect statistical information to determine if the students who completed the Y.O.U. program graduate from high school. It is the basic data used to prove the accountability of the Y.O.U. program as a drop-out prevention program. As can be noted, a 93% overall stay-in rate definitely can be seen as successful.

It was decided that in addition to the primary responsibility of collecting graduation statistics of the Y.O.U. participants, the Y.O.U. Follow-up should broaden the research to include secondary interests such as attitude, self-esteem, grades, and attendance. The grades and attendance remained stable. The self-esteem and attitudes improved and maintained positive increases.

As the data collection began, it was discovered that although primary and secondary research interests were important, the research efforts became not just a data collection effort, but a very important lifeline for the Y.O.U. students.

The Youth Opportunities Unlimited Follow-up has helped to prove the accountability of the Y.O.U. dropout prevention program, but it is also an important part of that program. We strongly endorse the continuance of the Y.O.U. program with the Follow-up component.

APPENDIX A

STATE OF ARKANSAS
OFFICE OF THE GOVERNOR
State Capitol
Little Rock 72201

Bill Clinton
Governor

October 21, 1991

Dr. Georgine Steinmiller
Associate Professor
Director, Y.O.U. Follow-up
Henderson State University
1100 Henderson Street
Arkadelphia, AR 71923

Dear Georgine:

Thank you for your letter concerning the Y.O.U. program. As you are aware, I have been very supportive of this program since its inception. The statistics only prove what we have known all along--that a program such as Y.O.U. will work because it offers at-risk youth what they need.

I have heard from many of these young people and they have told me that Y.O.U. has been the most rewarding experience of their lives. They were excited about earning money in meaningful jobs. They were also excited about meeting people from other towns around the state. They participated in activities for the first time that many of us take for granted, such as swimming.

Many of them continue the friendships that they made at Y.O.U. These friends offer them support and encouragement throughout the year.

I want to thank you for your part in making this possible.

Sincerely,

Bill Clinton

Bill Clinton

BC:dsw:rd

HENDERSON
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August 7, 1991

Dr. Georgine Steinmiller
Associate Professor
HSU Box 7686

Dear Dr. Steinmiller:

Thank you for the information you provided on the follow-up activities of the Youth Opportunities Unlimited Program. You are aware that I consider the follow-up to be a vital part of the YOU Program. The reinforcement received by the at-risk youth keeps them motivated to succeed. Further, it maintains their vital link with a brighter future.

We must seek ways to ensure that the follow-up program is continued. It is necessary for our success.

Sincerely,

Charles D. Dunn
President

1100 Henderson Street • Arkadelphia, Arkansas 71923 • (501) 246-5511 • FAX (501) 246-3190

Governor's Mansion
LITTLE ROCK, ARKANSAS

October 16, 1991

Georgine Steinmiller, Ph.D.
Y.O.U. Follow-up Director
Henderson State University
1100 Henderson Street
Arkadelphia, AR 71923

Dear Dr. Steinmiller:

I have been aware of the Arkansas Youth Opportunities Unlimited program since its inception and have endorsed the establishment of such a drop-out prevention program for our state.

Arkansas has been able to incorporate a Follow-up endeavor along with the regular Y.O.U. program which has helped to maintain a vital connection with the students. The Follow-up calls, letters, postcards and newsletters show the Y.O.U. students of Arkansas that someone does care about them. They feel as if they have at least one friend to turn to with problems, concerns, and good news, as well.

The Y.O.U. Follow-up effort has been instrumental in establishing records to show students' excellent stay-in-school rates for the past three-year period. Students have also benefitted from the contact and encouragement that they have received from the Follow-up personnel. I believe that Follow-up is an integral part of the Y.O.U. program and is to be commended for a job well done.

Sincerely yours,

Hillary Rodham Clinton

Hillary Rodham Clinton

HRC:mca

Arkansas
DEPARTMENT OF EDUCATION
4 STATE CAPITOL MALL • LITTLE ROCK, ARKANSAS 72201-1071 • (501) 682-4475
BURTON L. ELLIOTT, Director, General Education Division

October 21, 1991

Dr. Georgine Steinmiller
Associate Professor
Henderson State University
1100 Henderson Street
Arkadelphia, Arkansas 71923

Dear Georgine:

This report is the missing piece - first identified when Y.O.U. was born - the link between the summer immersion and the graduate's jump back into his/her real life. It is not just an answer for the purpose of accountability, nor for the exercise of pure research, but to track the footsteps of every young person who completes the program and to extend the helping hand when needed.

Our goal is 100% high school graduation rate for Y.O.U.; the follow-up is vital if we are to achieve that goal.

Sincerely yours,

Nancy M. Wood

Nancy M. Wood, Chairman
State Board of Education

NMW/dg

An Equal Opportunity Employer

STATE OF ARKANSAS
OFFICE OF THE GOVERNOR
State Capitol
Little Rock 72201

Bill Clinton
Governor

October 21, 1991

Dr. Georgine Steinmiller
Associate Professor
Henderson State University
1100 Henderson Street
Arkadelphia, AR 71923

Dear Georgine:

I have received your letter concerning the final report for the Y.O.U. project. First, you asked for a list of names of people to thank for their contributions to this project. Besides all of the obvious names, you might want to include Susan Holopoff Taylor. Sally Carder and Don Harlan represented the Division at the first graduation at Henderson.

It is a pleasure for me to talk about the Y.O.U. project. In all of my years of working with projects, this has certainly been one of my favorites. In fact, I believe in the program so much that I have continued to work with it and for it since I have taken my new job in the Governor's Office. Thanks for all of your hard work.

If I can be of further assistance, please contact me.

Sincerely,

Deborah S. Walz

Deborah S. Walz
Special Assistant for Education

DSW:rd

Vocational & Technical Education Division
Arkansas Department of Education
Raymond E. Morrison, Ph.D., Director

VoTech

Three Capitol Mall
Luther S. Hardin Building
Little Rock, AR 72201-1083

November 6, 1991

Georgine Steinmiller, Ph.D.
Associate Professor
Henderson State University
Arkadelphia, AR 71923

Dear Dr. Steinmiler:

I want to thank you for your interest in the Youth Opportunities Unlimited Program (Y.O.U.) and for the information you have provided Exemplary Programs from your follow-up data.

The follow-up is an integral part of the Y.O.U. Program and is the only mechanism we have for measuring the effectiveness of the program. It is also the only way we have of continuing contact with the youth after they leave the university campuses. This contact is vital to the continued support needed by these youngsters.

Thank you for your efforts to keep non-biased and accurate data.

Sincerely,

Wyonne Swafford

Wyonne Swafford
Coordinator
Exemplary Programs

(501/324-9463)

ml

91/WS/6170

An equal opportunity employer

APPENDIX B

Appendix B

Y.O.U. Monthly Contact

September	Student Directory Phone calls to to the students
October	Letter to Counselors requesting grades and attendance Phone calls to the students
November	Mail out postcards for change of address Letter requesting messages for the holiday card/newsletter Phone calls to the students
December	Holiday card Phone calls to the students
January	Letters to Counselors requesting grades and attendance Phone calls to the students
February	Valentine card Letter requesting messages for the Spring card/Spring newsletter Mail out postcards for change of address Phone calls to the students
March	Spring card/Spring newsletter Phone calls to the students
April	Arrange survey to student, parents, sibling(s), and counselor through counselor Phone calls to the students
May	Letters to counselors requesting grades and attendance Invitations for retreat Y.O.U. retreat Newsletter Phone calls to the students
June	Mail out updated directory of addresses and phone numbers Mail out post cards for change of address Phone calls to the students

Birthday cards are also sent

PARENTAL PERMISSION TO RELEASE ACADEMIC RECORDS
FOR YOUTH OPPORTUNITIES UNLIMITED FOLLOW-UP

I HEREBY GRANT PERMISSION TO THE SCHOOL MY CHILD WILL BE ATTENDING TO RELEASE HIS/HER ACADEMIC RECORDS ON A QUARTERLY BASIS TO THE YOUTH OPPORTUNITIES UNLIMITED FOLLOW-UP PROGRAM AT HENDERSON STATE UNIVERSITY, ARKANSAS DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION IN LITTLE ROCK, AND _____SERVICE DELIVERY AREA. I ALSO AGREE FOR MY CHILD TO PARTICIPATE IN THE YOUTH OPPORTUNITIES UNLIMITED FOLLOW-UP PROGRAM WHICH INCLUDES MONTHLY TELEPHONE AND WRITTEN COMMUNICATION FROM THE UNIVERSITY.

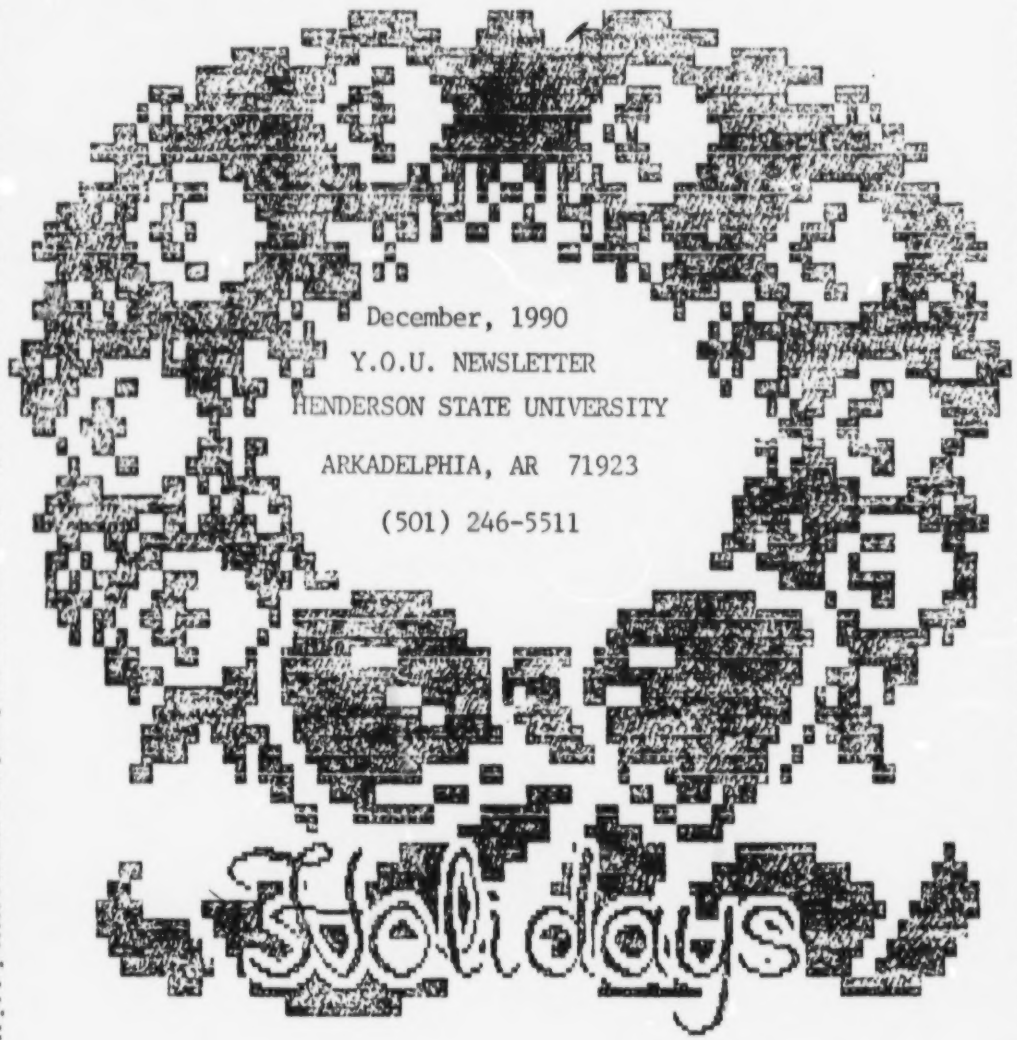
_____
PRINT STUDENT'S NAME

_____
PRINT PARENT'S/GUARDIAN'S NAME

_____
PARENT/GUARDIAN'S SIGNATURE

_____
DATE

Happy



Editor: Marshel Johnson

MERRY CHRISTMAS TO YOU

The YOU Staff at Henderson State University wishes you a very safe and happy holiday season.

****

To all you 1991 Seniors, Financial Aid packets will be available at the HSU Financial Aid Office January 2 for completion for the Academic Year 1991-92. Make sure you check with your high school counselor about a packet.
Let us know if you need a Financial Aid packet.
****

We are looking forward to seeing Jake on the HSU campus in January. Registration is January 14.

****

Jessica counselor says she is already working with Jessica to prepare her for college. Jessica is thinking about attending Henderson.
GO REDDIES!!!!! Half tuition scholarship.....

****

We had a chance to see a good looking chick's picture. WHO? Michele senior picture that she sent to Mrs. Lori Karimi. We would like to have a picture of all of the seniors. We are very proud of you.

****

Jason . is attending school in Lakeview (Phillips County).
Jason his new address is

##########

We have been informed that Jeff is not attending school right now. If any of you know where Jeff is please let us know. Our last report on his was he is going to Job Corp.

##########

If you know of a YOU student that has moved or have a new telephone number, let us know. We need your help in helping us keep up with YOU.

@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@@

DeQuita I attended a meeting in Little Rock, Arkansas on December 5 and I talked with your SDA representative. You have my belated sympathy. I will be thinking about you and we are always here for you.

!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

A Holiday Message from Marshel Johnson.....

Season's Greetings and all good wishes for the coming year.

!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

A Holiday Message from Lisa Duncan.....

Happy Holidays and warmest wishes for the New Year.

FOR YOUR INFORMATION

Did you know that:
95% YOU 88 students are in school
19% Moved out-of-state
14% Moved within the state

Miss Patricia Gilbert is the graduate assistant who will contact you, your parents, and your school this academic year. Let's be extra nice to her.

COLLEGE PLANS

Marie . is discussing plans to attend Henderson State University after high school graduation. HOW ABOUT THAT?

Don't forget that you were awarded a half tuition scholarship to attend Henderson upon completion of high school. Right now the value of that scholarship is $2,800 for four years.

DID YOU KNOW?

Because of the success of the Pilot YOU Program at Henderson State, there are three other YOU programs in Arkansas. A total of 192 students participated in the Summer 89 YOU program.
The program coordinators thank the various state and federal agencies for supporting YOU '88. **A special thanks** to the faculty, administration and staff of Henderson State University for housing YOU'88 on the University's campus.

Y.O.U. MARRIAGE COLUMN

Toben and Sandy got married this summer. Toben is working on his Master's Degree and Sandy is completing her degree in nursing at HSU.

Mrs. Lori (Johnson) Karimi is employed with the Vocational Education Department, 2020 W. 3rd Street, Little Rock, AR 72205. Her telephone is 371-1760.

GUESS WHO CAME BY?

Mr. Ray Cathey and he is a part-time student at HSU. He is teaching full time at Van-Cove High School in Cove, Arkansas.

Brian Hughes is now employed in Camden, Arkansas, at the (PAC) People Concern Office. Brian really loves his job. He is using his excellent experiences on the job.

Mr. Jerry Allen is a student once again at HSU, on Monday nights. He is also teaching everyday in Pearcy, Arkansas.

Mr. John Gentry is still playing with his computer. He can produce pictures from a video tape on it.

Marshel Johnson spent one week with her family in Washington, D. C., this summer.

NEWS or NOTES you would like to share, please write Marshel Johnson. Happy Thanksgiving.

NOVEMBER·1989

y. o. u.
NEWSLETTER

HENDERSON
State University

Marshel Johnson
Editor
1100 Henderson Street
Arkadelphia, AR 71923

YOU NEWS

Verneli has relocated back in Blytheville, Arkansas. She is enrolled in school at Blytheville High School and she is really making progress.

Her new address is:

Vernell, how does it feel to be back in an Arkansas School District?

Eric has moved back to Mufreesboro, Arkansas, with his grandmother after spending last school year in Kansas City, Kansas. He has been enrolled in the Mufreesboro School District all year and his grandmother is proud to have him back with her.

His address is:

Murfreesboro, AR 71958

Let's all join in and give Vernell and Eric a BIG WELCOME BACK TO ARKANSAS!

Terri has moved out of the state. Right now we cannot contact Terri and she has not contacted us. Let's all pray that Terri will contact us soon.

We sure will miss her if we lose her from our '88 YOU Family.

Frank has moved to Little Rock. He would love to hear from you. This is a big adjustment for Frank. We hope he will like his new home, and family.

His new address is:

EMPLOYMENT UPDATE

Jake worked this summer through the JTPA Program and his supervisor was well pleased with his performance and attendance.

Jake's supervisor thought he did a SUPERB JOB...WAY TO GO J-A-K-E.

Jake also resides in Mountain Home, Arkansas.

DeQuita gained lots of work experience this summer. She worked two jobs, one at McDonald's and the other through the JTPA Program. H-A-N-G in there DeQuita.

Theresa is really progressing in school. She's a g-r-e-a-t typist and she works at the hospital in her home town. We know Theresa is the best Nurses-Aide there. Theresa may want to use that scholarship she received from Henderson to further her education in the Nursing Program at Henderson!

Mona worked at UALR this summer and she just loved it. Cynthia also worked and earned her own money this summer.

Calvin quit his job because he needed to spend more time with his studies.

Kathy got married and moved out-of-state. The last word to reach our office as of presstime for the *Newsletter*, she was in Wisconsin.

Editor's Note: If you are employed or worked this summer let us know. Just write to Marshel Johnson, Henderson State University, Arkadelphia, AR 71923.

We NEED Your Help!!

If you know the whereabouts of Robyn contact the YOU Office immediately. Robyn left home September 30. Her parents have not seen her since. It is rumored that she may be in the Little Rock area.

Y.O.U. NEWS

THOUGHT YOU WOULD LIKE TO KNOW

Dawn comes back to the Arkadelphia area often to see her grandparents. We always hear from Dawn when she's in our area.

****

Phylisha had the chance to go to Washington DC and meet Whitney Houston. Phylisha had her "one moment in time" with Whitney.
****

William is doing g-r-e-a-t! He's all fired up over school. Keep the good work up William.

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

Carolyn got her braces off! She excited about that. Now she has the most beautiful smile in Paragould, Arkansas.

&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&&

Steve is playing football for Heber Springs High School. If any of you other guys and girls are playing sports, let us know.

Terri counselor said that Terri was doing good in school this year. She has a better attitude toward school and a better out look on her future.

Tracy writes that she liked YOU so much she wants to come back. Tracy has been doing some babysitting for a teacher in Little Rock.

Tabitha writes that she is enjoying school more this year than ever before.

Tammy is making sure she stay in touch with us. We really appreciate that. We love hearing from all of you.

Many of you have probably had an opportunity to hear the Minority Recruiter from Henderson State University, Ms. Vikita Bell, speak at your school. If she comes to your school, please pay attention and ask questions. She can give you important information about scholarships and grants.

A MESSAGE FROM MRS. LISA DUNCAN

I am having an exciting year. I've had the chance to contact all of you by pone and talk with each students counselor once already. Your counselors are very interested in you and Y.O.U.!

I had the opportunity to go to the Annual Counselor's conference in Little Rock. Many of the counselors said they were there because of the letter you brought to them personally from Mrs. Lori Karimi, State Supervisor for Y.O.U. Thanks for your effort!

Many of you have asked about Y.O.U. II. Nothing has been decided about YOU II yet. When we know something you'll know

(continue

A Pageant at Thanksgiving

John Moring

The Pilgrims were first—
  first out of the classroom and first on stage.
Laughing, giggling, looking for a parent in the
  auditorium;
Maybe a little nervous.
Miles Standish said some words,
  though they weren't loud
  or even memorable.
But the words came from the heart of a seven-
  year-old.
A redhead with a Pilgrim hat over one eye
  and a cardboard musket held upside down.
The Indians came later,
  looking fierce in brown paper-mâché.
They brought corn and plastic fish,
  and the Pilgrims invited them to the feast.
Orange and black and red and green.
Flashbulbs and smiles all about.
It was Plymouth as it should have been,
  full of excitement and thanksgiving.
Tiny Pilgrims, fierce Indians,
  giggling in costume,
  a resplendent paper turkey,
And a lesson in how it all began—
  and why.

(article from Mrs. Lisa Duncan continue from page 4)

I miss you all and hope you are doing well in school.

I have a big wall in my office covered with pictures of my YOU students. If you haven't sent us a school picture please do so right away.

****

HELLO FROM MIKE CAIN "BART"

"Hello" and keep up the good work."

****

MESSAGE FROM MRS. ANA CALDWELL

Hope you are doing well in school. Remember if you read, read, read, and read some more you will be a better student. Remember reading is the key. I would like to hear from you.

****

If you have a change in your address and/or telephone number, let us know. If you know of another YOU student that has a change in his/her telephone and/or address notify us. We must keep in touch with you.

****

IF YOU WANT A MESSAGE PUT IN THE DECEMBER (CHRISTMAS) NEWSLETTER, SEND YOUR MESSAGE IN NO LATTER THAN DECEMBER 3.

WE NEED YOUR HELP!!!!!!!!!!

As part of the YOU Follow-Up Program we would like to know if you have a part-time job. Your supervisor's name, telephone number/address, and the number of hours you work per week. We will use this data, NOT NAMES, to evaluate the YOU Job Club's curriculum.

****

We received a telephone call from a counselor's of Robert (RT) and he is having some difficult times right now. Let all send RT a post card, letter and if you live in or around his community give him a call.

If you are doing something extra special in school, your community, or your church and you want to share it with others let us know.

****

A SPECIAL MESSAGE FROM MRS. MARSHEL JOHNSON

I hope you are having a good year. Let me hear from you.

I miss you and I especially miss those hugs from Terri , and Melissa . Hope you and your family have a very safe, happy and enjoyable holiday season.

!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

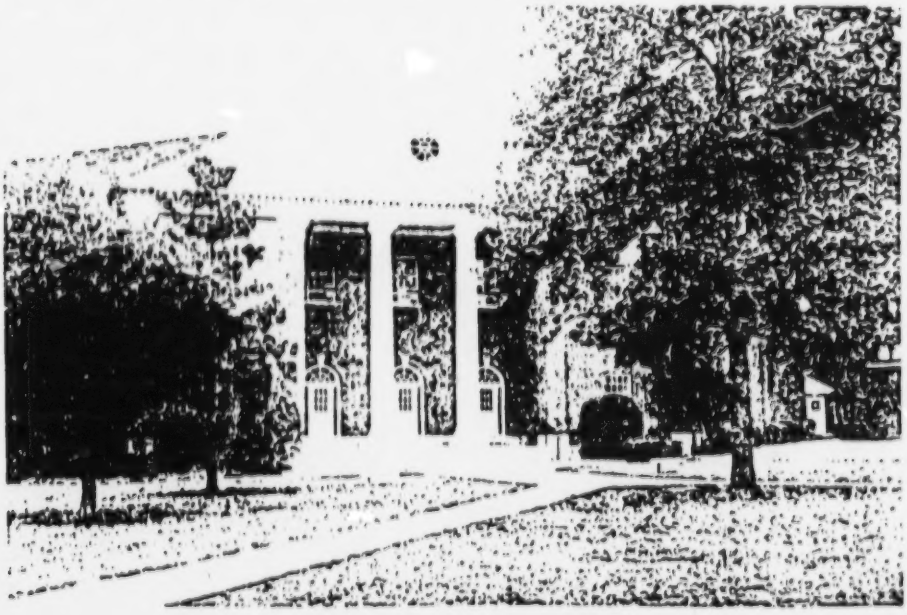
We have notified your school for a report of your nine week grades. You may want to help us out by letting your counselor know how important it is for us to receive those grades. We use the data for final reports. We never idenify a student.

SPRING Y.O.U. NEWSLETTER

April 1988 Henderson State University Arkadelphia, AR 71923
1988 Y.O.U. (PILOT GROUP)
Editor: Marshel Johnson

We have no students to lose.

HENDERSON STATE UNIVERSITY
YOUTH OPPORTUNITIES UNLIMITED
P. O. BOX 7504
ARKADELPHIA, ARKANSAS 71923
(501) 246-5511 EXT 3438



SPRING INTERVIEWS

We are in the process of preparing for the Spring Interviews. You can help us by letting your counselor know that we will be asking them to assist us in conducting these most important interviews.

Y_O_U_ SURVEY

Only thirteen surveys as of press time today have been return. It is crucial to the YOU Follow-Up that we receive a 100% return on the surveys. If you have not completed your survey, please so do immediately and return in the self-address, stamped enveloped that was provided.

THANKS TO YOU FOR RETURNING YOUR SURVEY

Jeff , Tony , Jason
Frank , Jerry
Michele
Robyn , Wanda
Theresa , Kathy
Roy Annie
, and DeQuita

Your free gift will be mailed to you immediately.

WE'RE SO GLAD

After two years we heard from Daniel He is doing wonderful and sends a Hello to the YOU 88 Gang.

kathy is Kathy . she married about two years ago. She has two children. She's a wife, a mother and working. Kathy can probably tell you about the real world now.....

We encourage Daniel and Kathy to let us hear from them often.

Y_O_U_ WEEKEND RETREAT

The YOU Retreat will be June 1 and 2. We expect 100% participation this year. This probably will be the last Retreat for the 88 group. We will notify you of time and locations for pick-up.

WEDDING BELLS

Jessica , wedding date June 7. She also plans to attend Henderson this fall.

MISSING PERSON

IF YOU KNOW THE WHERE ABOUTS OF VERNELL , PLEASE LET US KNOW. WE HAVE COMPLETELY LOST CONTACT WITH HER.

A MESSAGE TO FRANK COCHRAN

Your presentation at the March YOU Board meeting was outstanding. You looked, spoke and sounded extremely well. You are G-R-E-A-T.

Dr. Georgine Steinmiller, Mrs. Lisa Duncan and Mrs. Marshel Johnson Wishes YOU well.

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Y.O.U.
NEWSLETTER

November 1990 Henderson State University Arkadelphia, AR 71923

HENDERSON STATE UNIVERSITY
YOUTH OPPORTUNITIES UNLIMITED
P.O. BOX 7504
ARKADELPHIA, ARKANSAS 71923

(501) 246-5511 ext 3438 or 3265

42

EDITOR: Marshel Johnson

.O.U. to be housed on the HSU
ampus for 60 days.

utumn is a Time for Reading

he leaves are changing colors out-
ide and there is a briskness in
he air.

his is a great time of the year
o find a quite corner and curl
p with a good book. A good book .
an be anything from an epic romance
ovel to the latest issue of Batman
r Superman, depending on your taste.
eading broadens your imagination
s well as your vocabulary. Turn
he television off and use your
rain and your imagination!

rite us and tell us what you are
eading. Or, tell us the kind of
tories you enjoy and we'll write
ou back with suggestions of
ook titles. We will be looking
orward to hearing from each of you.

s. Ana M. Caldwell and
s. Lisa Duncan

UST A REMINDER!!!!!!!

f you have a change of address
r telephone number, contact
he Y.O.U. Office . The telephone
umber is (501) 246-5511, ext 3438.

MPORTANT NOTE.....

e are in the process of collecting
nformation for our December Newsletter,
f you would like a message in the
ewsletter send it to the YOU Office
y November 30, 1989.

Editor: Marshel A. Johnson

Y.O.U.

NOVEMBER 1989 NEWSLETTER

Y.O.U. NEWS

FOR YOUR INFORMATION

There were 44 students enrolled in the summer 1989, Y.O.U. Program at Henderson State University. Fourty-two students completed the program, with fourty-one receiving half-tuition scholarship for four years after completing high school. The value of that scholarship to date is $2,800.

100% - Y.O.U. 89 students are in school
2% - Y.O.U. 89 students moved out-of state
4% - Y.O.U. 89 students moved within the state

A total of four Y.O.U. sites in Arkansas served 192 students during summer, 1989.

The Duke family, from DeQueen, have recently experienced a tragic death. A card or a telephone call from you would be very inspiring to Duke and his family.

REMEMBER WE MUST REMAIN AS ONE BIG Y.O.U. FAMILY.

Becky is experiencing some difficult times adjusting to school this year. Letters or cards of encouragement from you would let Becky know that you care.

Dr. Georgine Steinmiller, Ms. Patricia Gilbert, along with the 1989 Y.O.U. Staff wishes Y.O.U. a fantastic school year.

MESSAGE FROM Y.O.U.

Mr. Ray Cathey sends best wishes to you. He challanges each of you to study, complete high school and attend either a college/university or a Vo-Tech school.

April really felt that being a part of the Y.O.U. Summer Program has stimulated and motivated her to want to complete high school and attend Henderson.

Jennifer .nd Keith are still Y.O.U. Lovers. They are not about to lose contact with each other.

Carolyn , Jackie , Theresa , and Lamar attend the same school. They see each other almost daily.

David - goes deer hunting after school. We know he knows the safety rules for handling guns. Make sure you wear your bright orange colors, David.

We know you are busy with your studies, sports, and school curriculum, but periodically send a post card, a note or a card to someone that you met in the Y.O.U. Program.

Mr. John Gentry is experiencing a busy semester, but he does find time to continue to print Y.O.U. pictures from some of the videos.

MOVED

OUT-OF-STATE

John

Newark, TX 76071

MOVED

WITHIN THE STATE

Jennifer L.

AR 71842

Mike

, AR 72043

DID YOU KNOW?

Keith resided with Mr. & Mrs. Mike Cain for approximately three weeks in August/Sept. Mr. & Mrs. Cain really enjoyed having Keith as a part of their family.

THANKS:

To all the State and Federal Agenc Y.O.U. Staff, local merchants, and doctors for supporting Y.O.U.

A BIG THANKS to Dr.Dunn, Ms. Sudd

In case you are wondering what happened to Miss Patricia Gilbert, she completed her master degree in Special Education from Henderson this summer, and she is teaching school in Fouke, Arkansas.

A MESSAGE FROM MRS. LORI KARIMI (JOHNSON):

HELLO! I Hope you are doing well. Also, I hope your grades for this quarter are okay. If you need any help, please call me at 324-9463.

P.S. I am still waiting on a school picture of you. My address is:

Executive Bldg.
2020 W 3rd Street,
Suite 214
Little Rock, AR 72205

If you want a message put in the December Newsletter, send it in by December 3, 1990.

HOPE YOU AND YOUR FAMILY HAVE A WONDERFUL, SAFE, AND HAPPPY THANKSGIVING HOLIDAY.

Y O U

A MESSAGE FROM MARSHA

Marsha : is the first Y.O.U. student to attend a university. She is enrolled at HSU this semester. She was awarded an additional $300 President Discretionary Scholarship by Dr. Dunn, President of Henderson State.

JAKE

Jake completed high school in June, 1990. This spring, beginning January 1991, his plans are to enroll in Henderson. We look forward to having Jake on the Henderson State University campus.

FOR YOUR INFORMATION:

As of press time today, 84% of the 1988 YOU students are still enrolled in school. Fourteen percent are currently not attending school, 79% are in school in-state, 5 % are in school out-of-state, and 2% have graduated from high school.

SCHOLARSHIP INFORMATION:

Your half-tuition scholarship to attend Henderson is still valid. Contact the YOU Office, ext. 3438 or 3265, if you have any questions about your scholarship.

If you are in your senior year, contact your counselor's office to inquire about the ACT test and procedures to apply for financial aid: Pell Grant, State Grant, College Workstudy. You may also contact the Financial Aid Office at Henderson for assistance.

IMPORTANT NOTE:

If you have a change of address or telephone number, notify the YOU Office. The address is:

Henderson State University
Youth Opportunities Unlimited
P.O. Box 7504
Arkadelphia, AR 71923

As part of the YOU Follow-Up Program we would like to know if you have a part-time job. We would like to know your place of employment, supervisor's name, telephone number/address, and the number of hours you work per week. We will use this data, **NOT NAMES**, to evaluate the YOU job club's curriculum.

****

MESSAGES FROM THE YOU FOLLOW-UP STAFF

We continue to encourage you to remain in school, set high goals for yourself, and work exceedingly hard to accomplish them. We emphasize the importance of keeping in touch with us. We would like to know from you what we can do to improve our contact with you.

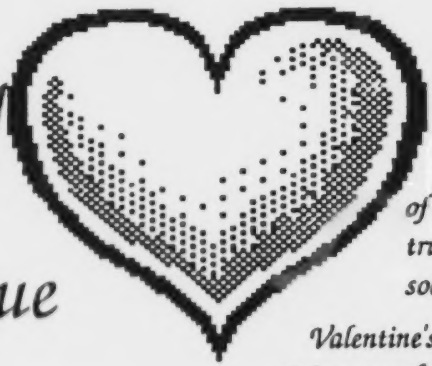
Hey Y.O.U. Guys & Gals!

YOUTH OPPORTUNITIES UNLIMITED ARKANSAS STATE UNIVERSITY VOLUME II, NO. 3

This newsletter is a publication of the Youth Opportunities Unlimited Program at Arkansas State University and is produced in cooperation with the ASU Computer Services Center. This newsletter is a product of the Aldus Pagemaker Software.

RICK THOMPSON, EDITOR

Very Valentine's Issue



E IS FOR EDITOR

Well spring time is quickly approaching! Flowers are beginning to blossom. So's love! Be careful, don't let your heart rule your head.

I'm getting good news from your counselors. MOST of you are doing well in school. Keep it up! I'm looking into activities for this summer. Don't just lie around, start looking for something now. I will be sending you information as I receive it. Take care!

YOUTH OPPORTUNITIES UNLIMITED
P.O. BOX 300
STATE UNIVERSITY AR 72467

FROM THE DESK OF...

Dear Y.O.U.'ers,

I hope you've had a good year so far. I know from grade reports that many of you are doing well academically. I trust that you are doing equally well socially, emotionally, and physically.

Valentine's Day is almost here. Along with giving your family and friends cards and gifts, why not do something nice for yourself? Try to go through the day without putting yourself down. Other people can put you down, but it doesn't stick unless you believe it.

Recognize that you do not have to be perfect at everything you attempt. When you do something, say encouraging things to yourself. If you don't succeed the first time, try again. Look for progress, not perfection. Very few things in life have been done perfectly or on the first try.

Be good to yourself. Set goals and work toward them!

RANDY BASS, DIRECTOR

Le Page du Poet

Classic Lines by Familiar Poets

SHE WALKS IN BEAUTY

She walks in beauty, like the night
Of cloudless climes and starry skies,
And all that's best of dark and bright
Meets in her aspect and her eyes,
Thus mellowed to that tender light
Which heaven to gaudy day denies.

One shade the more, one ray the less
Had half impaired the nameless grace
Which waves in every raven tress
Or softyly lightens o'er her face,
Where thoughts serenely sweet express
How pure, how dear their dwelling-place.

And on that cheek and o'er that brow
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,
But tell of days in goodness spent,-
A mind at peace with all below,
A heart whose love is innocent.

LORD GEORGE GORDON BYRON

I WILL TELL THEE WHAT IT IS TO LOVE

Love? I will tell thee what it is to love!
It is to build with human thoughts a shrine,
Where Hope sits brooding like a beauteous dove;
Where Time seems young, and Life a thing divine.
All tastes, all pleasures, all desires combine
To consecrate this sanctuary of bliss.
Above, the stars in cloudless beauty shine;
Around, the streams their flowery margins kiss;
And if there's heaven on earth, that heaven is surely this.

Yes, this is Love, the steadfast and the true,
The immortal glory which hath never set;
The best, the brightest boon the heart e'er knew:
Of all life's sweets the very sweetest yet!
O' who but can recall the eve they met
To breathe, in some green walk, their first young vow?
While summer flowers with moonlight dews were wet,
And winds sighed soft around the mountain's brow,
And all was rapture then which is but memory now!

CHARLES SWAIN

FROM "SONNETS FROM THE PORTUGUESE"

How do I love thee? Let me count the ways.
I love to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of every day's
Most quiet need, by sun and candlelight.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,-I love thee with the breath,
Smiles, tears, of all my life!-and, if God choose,
I shall but love thee better after death.

ELIZABETH BARRETT BROWNING

MY LUVE'S LIKE A RED, RED ROSE

O my Luve's like a red, red rose
That's newly sprung in June:
O my Luve's like the melodie
That's sweetly played in tune.
As fair art thou, my bonnie lass,
So deep in luve am I:
And I will luve thee still, my dear,
Till a' the seas gang dry:

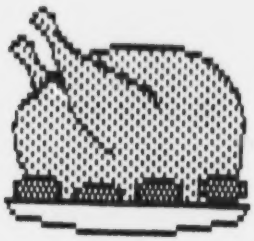
Till a' the seas gang dry, my Dear,
And the rocks melt wi' the sun;
I will luve thee still, my dear,
While the sands o' life shall run.
And fare thee weel, my only Luve!
And fare thee weel awhile!
And I will come again, my Luve,
Tho' it were ten thousand mile.

ROBERT BURNS

youth opportunities
unlimited

Designed By Delores B. King

HAPPY



THANKSGIVING

Hoping
Each
Of
You
A
Fruitful
Season

Designed by Delores Burkett King

Designed by Marshel Johnson

A Birthday

Happy Birthday

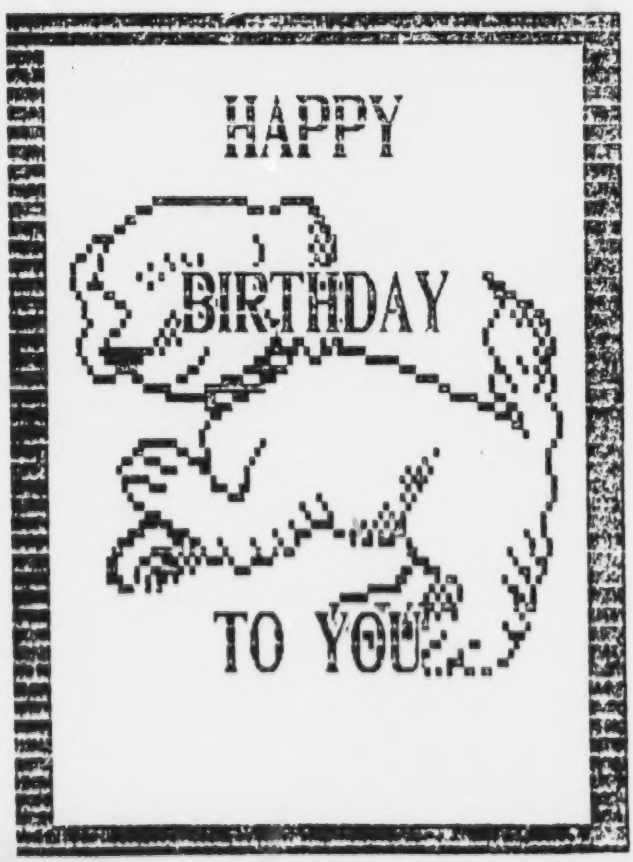
to YOU

Happy Birthday

to YOU
and many more.....

ANOTHER YEAR
OLDER....
ANOTHER YEAR
WISER....

Hope you have
a good day on
your birthday....

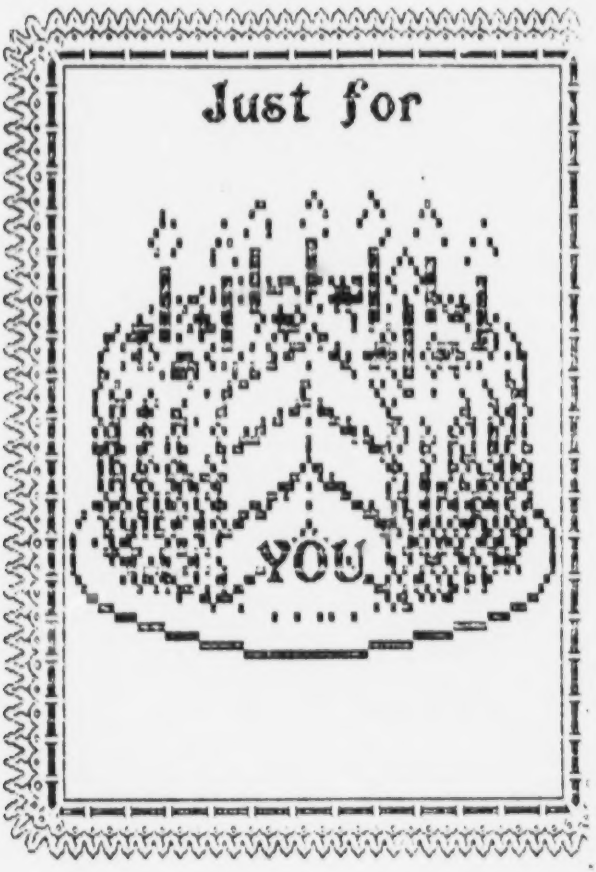


Happy

Birthday

to someone

SPECIAL!!



From All of US

We wish you

a Beary

Birthday.

Happy Birthday

Designed by Marshel Johnson

With best wishes
for a wonderful
season
and New Year

TIS THE
SEASON

Warm wishes for
the Season's
best and
brightest joys

53

63

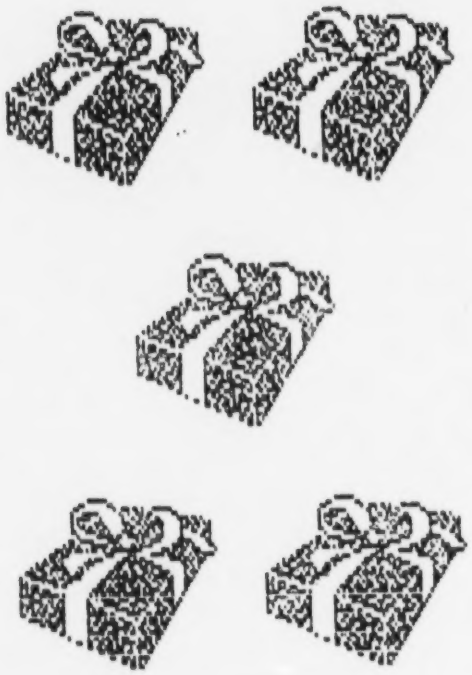
Designed by Marshel Johnson

With Eveny

Good Wish

Happy

Holiday Days



We wish you

a happy holiday

season

64 Designed by Marshel Johnson

APPENDIX C

Jr.-Sr. HSPQ TEST PROFILE

Name: Pre- and Post-Test Pilot Group Age: ____ Sex: ____ Grade in School: ____ Date:

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	RAW SCORE Total	Pre-	Post-	MEANING OF SCORE ON LEFT	MEANING OF SCORE ON RIGHT
A				6.5 (4.9)	5.0	Cool, Reserved, Impersonal, Detached, Formal, Aloof	Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B				5.0	4.5	Concrete-thinking, Less Intelligent	Abstract-thinking, More Intelligent, Bright
C				6.4	6.1	Affected by Feelings, Emotionally Less Stable, Easily Annoyed	Emotionally Stable, Mature, Faces Reality, Calm
D				3.7	5.6	Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive	Excitable, Impatient, Demanding, Overactive, Easily Distracted
E				5.7	6.0	Submissive, Humble, Mild, Easily Led, Accommodating	Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F				3.6	4.8	Sober, Restrained, Prudent, Taciturn, Serious	Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G				6.6	5.2	Expedient, Disregards Rules, Self-indulgent, Nonconforming	Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H				4.7	5.3	Shy, Threat-sensitive, Timid, Hesitant, Intimidated	Bold, Venturesome, Uninhibited, Can Take Stress
I				5.6	5.9	Tough-minded, Self-reliant, No-nonsense, Rough, Realistic	Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J				4.3	5.9	Vigorous, Goes Readily with Group, Zestful, Given to Action	Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O				4.9	5.0	Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2				4.4	5.8	Group-oriented, A "Joiner" and Sound Follower, Listens to Others	Self-sufficient, Resourceful, Prefers Own Decisions
Q_3				6.3	5.9	Undisciplined Self-conflict, Lax, Careless of Social Rules	Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4				3.7	5.0	Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated	Tense, Frustrated, Overwrought, Has High Drive

STANDARD TEN SCORE (STEN) — Average

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments:

represents Pre-Test

represents Post-Test

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Jr.-Sr. HSPQ TEST PROFILE

Name: ASU Y.O.U. Program 1989 Age: ____ Sex: ____ Grade in School: ____ Date: Summer '89

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	RAW SCORE Total	Pre Sten Score	Post	MEANING OF SCORE ON LEFT	MEANING OF SCORE ON RIGHT
A				5.3	6.0	**Cool**, Reserved, Impersonal, Detached, Formal, Aloof	**Warm**, Outgoing, Kindly, Easy-going, Participating, Likes People
B				4.2	4.9	**Concrete-thinking**, Less Intelligent	**Abstract-thinking**, More Intelligent, Bright
C				6.5	6.6	**Affected by Feelings**, Emotionally Less Stable, Easily Annoyed	**Emotionally Stable**, Mature, Faces Reality, Calm
D				5.3	5.6	**Phlegmatic**, Undemonstrative, Deliberate, Placid, Inactive	**Excitable**, Impatient, Demanding, Overactive, Easily Distracted
E				5.8	5.9	**Submissive**, Humble, Mild, Easily Led, Accommodating	**Dominant**, Assertive, Aggressive, Stubborn, Competitive, Bossy
F				5.6	5.6	**Sober**, Restrained, Prudent, Taciturn, Serious	**Cheerful**, Enthusiastic, Impulsive, Heedless, Expressive
G				5.7	5.6	**Expedient**, Disregards Rules, Self-indulgent, Nonconforming	**Conforming**, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H				5.6	6.1	**Shy**, Threat-sensitive, Timid, Hesitant, Intimidated	**Bold**, Venturesome, Uninhibited, Can Take Stress
I				5.7	5.4	**Tough-minded**, Self-reliant, No-nonsense, Rough, Realistic	**Tender-minded**, Sensitive, Over-protected, Intuitive, Refined
J				5.5	5.8	**Vigorous**, Goes Readily with Group, Zestful, Given to Action	**Withdrawn**, Guarded, Circumspect Individualism, Internally Restrained
O				5.1	5.4	**Self-assured**, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	**Apprehensive**, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2				5.4	5.9	**Group-oriented**, A "Joiner" and Sound Follower, Listens to Others	**Self-sufficient**, Resourceful, Prefers Own Decisions
Q_3				5.9	6.4	**Undisciplined Self-conflict**, Lax, Careless of Social Rules	**Self-disciplined**, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4				5.2	4.9	**Relaxed**, Tranquil, Composed, Has Low Drive, Unfrustrated	**Tense**, Frustrated, Overwrought, Has High Drive

STANDARD TEN SCORE (STEN) — Average

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments:

Represents Pre-Test

represents Post-Test

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Jr.-Sr. HSPQ TEST PROFILE

Name: Pre- and Post-Test 1989 Group Age: _____ Sex: _____ Grade in School: _____ Date: _____

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	Pre-	Post-	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) (→ Average ←) 1 2 3 4 5 6 7 8 9 10	MEANING OF SCORE ON RIGHT
A			5.2	5.2	Cool, Reserved, Impersonal, Detached, Formal, Aloof		Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B			4.7	5.0	Concrete-thinking, Less Intelligent		Abstract-thinking, More Intelligent, Bright
C			5.9	6.5	Affected by Feelings, Emotionally Less Stable, Easily Annoyed		Emotionally Stable, Mature, Faces Reality, Calm
D			5.0	5.3	Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive		Excitable, Impatient, Demanding, Overactive, Easily Distracted
E			6.3	6.4	Submissive, Humble, Mild, Easily Led, Accommodating		Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F			4.7	4.3	Sober, Restrained, Prudent, Taciturn, Serious		Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G			5.4	5.4	Expedient, Disregards Rules, Self-indulgent, Nonconforming		Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H			5.7	6.1	Shy, Threat-sensitive, Timid, Hesitant, Intimidated		Bold, Venturesome, Uninhibited, Can Take Stress
I			6.3	6.3	Tough-minded, Self-reliant, No-nonsense, Rough, Realistic		Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J			5.7	6.2	Vigorous, Goes Readily with Group, Zestful, Given to Action		Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O			4.4	5.0	Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied		Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2			5.3	5.6	Group-oriented, A "Joiner" and Sound Follower, Listens to Others		Self-sufficient, Resourceful, Prefers Own Decisions
Q_3			5.3	6.2	Undisciplined Self-conflict, Lax, Careless of Social Rules		Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4			5.2	5.5	Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated		Tense, Frustrated, Overwrought, Has High Drive

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments:

— Represents Post-Test

— Represents Pre-Test

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Jr.-Sr. HSPQ TEST PROFILE

Name: SAU Y.O.U. 1989 Age: ____ Sex: ____ Grade in School: ____ Date: Summer '89

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	Pre	Post	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) 1 2 3 4 5 6 7 8 9 10 (Average)	MEANING OF SCORE ON RIGHT
A			3.0	5.6	Cool, Reserved, Impersonal, Detached, Formal, Aloof		Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B			4.3	4.7	Concrete-thinking, Less Intelligent		Abstract-thinking, More Intelligent, Bright
C			4.1	6.4	Affected by Feelings, Emotionally Less Stable, Easily Annoyed		Emotionally Stable, Mature, Faces Reality, Calm
D			3.3	5.6	Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive		Excitable, Impatient, Demanding, Overactive, Easily Distracted
E			3.1	5.6	Submissive, Humble, Mild, Easily Led, Accommodating		Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F			2.8	5.1	Sober, Restrained, Prudent, Taciturn, Serious		Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G			2.9	6.1	Expedient, Disregards Rules, Self-indulgent, Nonconforming		Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H			3.9	5.6	Shy, Threat-sensitive, Timid, Hesitant, Intimidated		Bold, Venturesome, Uninhibited, Can Take Stress
I			4.1	6.4	Tough-minded, Self-reliant, No-nonsense, Rough, Realistic		Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J			3.5	5.8	Vigorous, Goes Readily with Group, Zestful, Given to Action		Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O			2.7	5.0	Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied		Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2			4.2	5.9	Group-oriented, A "Joiner" and Sound Follower, Listens to Others		Self-sufficient, Resourceful, Prefers Own Decisions
Q_3			2.1	6.0	Undisciplined Self-conflict, Lax, Careless of Social Rules		Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4			2.7	5.3	Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated		Tense, Frustrated, Overwrought, Has High Drive

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments:

Represents Pre-Test

Represents Post-Test

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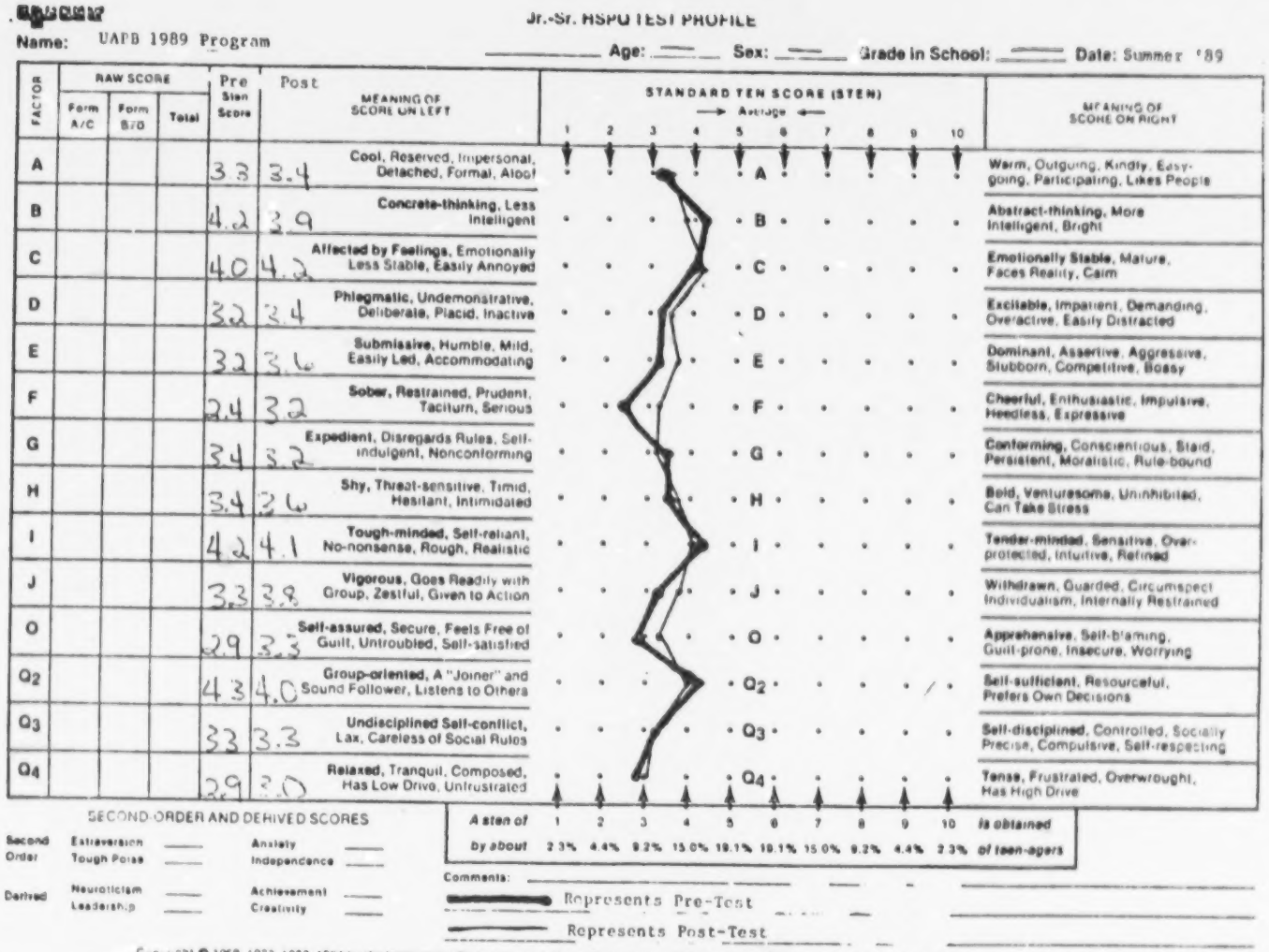
Jr.-Sr. HSPQ TEST PROFILE
Name: UAPB 1989 Program
Age: Sex: Grade in School: Date: Summer '89
FACTOR
RAW SCORE
Form A/C
Form B/D
Total
Pre Sten Score
Post
MEANING OF SCORE ON LEFT
STANDARD TEN SCORE (STEN)
Average
MEANING OF SCORE ON RIGHT
A 3.3 3.4 Cool, Reserved, Impersonal, Detached, Formal, Aloof — Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B 4.2 3.9 Concrete-thinking, Less Intelligent — Abstract-thinking, More Intelligent, Bright
C 4.0 4.2 Affected by Feelings, Emotionally Less Stable, Easily Annoyed — Emotionally Stable, Mature, Faces Reality, Calm
D 3.2 3.4 Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive — Excitable, Impatient, Demanding, Overactive, Easily Distracted
E 3.2 3.6 Submissive, Humble, Mild, Easily Led, Accommodating — Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F 2.4 3.2 Sober, Restrained, Prudent, Taciturn, Serious — Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G 3.4 3.2 Expedient, Disregards Rules, Self-indulgent, Nonconforming — Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H 3.4 3.6 Shy, Threat-sensitive, Timid, Hesitant, Intimidated — Bold, Venturesome, Uninhibited, Can Take Stress
I 4.2 4.1 Tough-minded, Self-reliant, No-nonsense, Rough, Realistic — Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J 3.3 3.8 Vigorous, Goes Readily with Group, Zestful, Given to Action — Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O 2.9 3.3 Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied — Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q2 4.3 4.0 Group-oriented, A "Joiner" and Sound Follower, Listens to Others — Self-sufficient, Resourceful, Prefers Own Decisions
Q3 3.3 3.3 Undisciplined Self-conflict, Lax, Careless of Social Rules — Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q4 2.9 3.0 Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated — Tense, Frustrated, Overwrought, Has High Drive
A sten of 1 2 3 4 5 6 7 8 9 10 is obtained
by about 2.3% 4.4% 9.2% 15.0% 19.1% 19.1% 15.0% 9.2% 4.4% 2.3% of teen-agers
SECOND-ORDER AND DERIVED SCORES
Second Order: Extraversion, Tough Poise, Anxiety, Independence
Derived: Neuroticism, Leadership, Achievement, Creativity
Comments:
Represents Pre-Test
Represents Post-Test

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Jr.-Sr. HSPQ TEST PROFILE

Name: ASU Y.O.U. Program 1990 Age: _____ Sex: _____ Grade in School: _____ Date: 1990

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	RAW SCORE Total	Sten Score	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) 1 2 3 4 5 6 7 8 9 10 (Average)	MEANING OF SCORE ON RIGHT
A	Pre 5			Post 5	Cool, Reserved, Impersonal, Detached, Formal, Aloof		Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B	5			5	Concrete-thinking, Less Intelligent		Abstract-thinking, More Intelligent, Bright
C	6			6	Affected by Feelings, Emotionally Less Stable, Easily Annoyed		Emotionally Stable, Mature, Faces Reality, Calm
D	5			6	Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive		Excitable, Impatient, Demanding, Overactive, Easily Distracted
E	6			6	Submissive, Humble, Mild, Easily Led, Accommodating		Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F	5			5	Sober, Restrained, Prudent, Taciturn, Serious		Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G	6			6	Expedient, Disregards Rules, Self-indulgent, Nonconforming		Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H	5			5	Shy, Threat-sensitive, Timid, Hesitant, Intimidated		Bold, Venturesome, Uninhibited, Can Take Stress
I	6			6	Tough-minded, Self-reliant, No-nonsense, Rough, Realistic		Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J	5			6	Vigorous, Goes Readily with Group, Zestful, Given to Action		Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O	5			5	Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied		Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2	6			6	Group-oriented, A "Joiner" and Sound Follower, Listens to Others		Self-sufficient, Resourceful, Prefers Own Decisions
Q_3	6			6	Undisciplined Self-conflict, Lax, Careless of Social Rules		Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4	5			5	Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated		Tense, Frustrated, Overwrought, Has High Drive

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments:

Represents Pre-Test

Represents Post-Test

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Jr.-Sr. HSPQ TEST PROFILE

Name: Pre- and Post-Test HSU 1990 Group **Age:** _____ **Sex:** _____ **Grade in School:** _____ **Date:**

FACTOR	RAW SCORE Pre-	Form B/D	Total	Post-	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) 1 2 3 4 5 6 7 8 9 10 (Average)	MEANING OF SCORE ON RIGHT
A	5			5	Cool, Reserved, Impersonal, Detached, Formal, Aloof	A	Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B	4			5	Concrete-thinking, Less Intelligent	B	Abstract-thinking, More Intelligent, Bright
C	6			5	Affected by Feelings, Emotionally Less Stable, Easily Annoyed	C	Emotionally Stable, Mature, Faces Reality, Calm
D	5		4	5	Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive	D	Excitable, Impatient, Demanding, Overactive, Easily Distracted
E	6			5	Submissive, Humble, Mild, Easily Led, Accommodating	E	Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F	5			5	Sober, Restrained, Prudent, Taciturn, Serious	F	Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G	5			5	Expedient, Disregards Rules, Self-indulgent, Nonconforming	G	Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H	1			5	Shy, Threat-sensitive, Timid, Hesitant, Intimidated	H	Bold, Venturesome, Uninhibited, Can Take Stress
I	6			5	Tough-minded, Self-reliant, No-nonsense, Rough, Realistic	I	Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J	5			5	Vigorous, Goes Readily with Group, Zestful, Given to Action	J	Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O	5			5	Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	O	Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2	6			6	Group-oriented, A "Joiner" and Sound Follower, Listens to Others	Q_2	Self-sufficient, Resourceful, Prefers Own Decisions
Q_3	5			5	Undisciplined Self-conflict, Lax, Careless of Social Rules	Q_3	Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4	5			5	Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated	Q_4	Tense, Frustrated, Overwrought, Has High Drive

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND ORDER AND DERIVED SCORES

Second Order	Extraversion	___ -	Anxiety	____
	Tough Poise	.....	Independence	___ ...
Derived	Neuroticism	____	Achievement	____
	Leadership	____	Creativity	____

Comments _____

----- represents pre-test

_____ represents post-test

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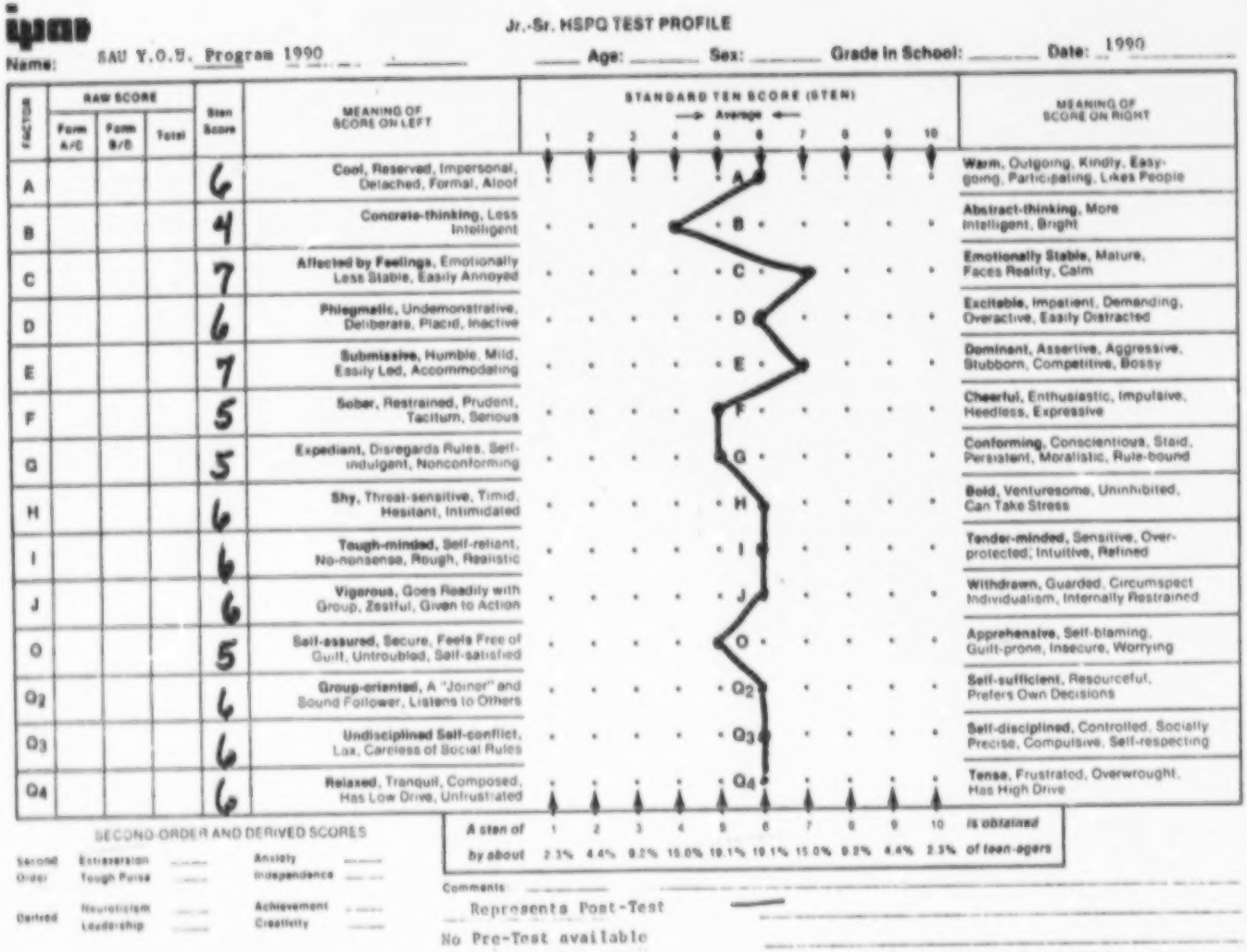
Jr.-Sr. HSPQ TEST PROFILE
Name: SAU Y.O.S. Program 1990 Age: Sex: Grade in School: Date: 1990
FACTOR
RAW SCORE
Form A/C
Form B/D
Total
Sten Score
MEANING OF SCORE ON LEFT
STANDARD TEN SCORE (STEN)
Average
1 2 3 4 5 6 7 8 9 10
MEANING OF SCORE ON RIGHT
A 6 Cool, Reserved, Impersonal, Detached, Formal, Aloof — Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B 4 Concrete-thinking, Less Intelligent — Abstract-thinking, More Intelligent, Bright
C 7 Affected by Feelings, Emotionally Less Stable, Easily Annoyed — Emotionally Stable, Mature, Faces Reality, Calm
D 6 Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive — Excitable, Impatient, Demanding, Overactive, Easily Distracted
E 7 Submissive, Humble, Mild, Easily Led, Accommodating — Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F 5 Sober, Restrained, Prudent, Taciturn, Serious — Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G 5 Expedient, Disregards Rules, Self-indulgent, Nonconforming — Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H 6 Shy, Threat-sensitive, Timid, Hesitant, Intimidated — Bold, Venturesome, Uninhibited, Can Take Stress
I 6 Tough-minded, Self-reliant, No-nonsense, Rough, Realistic — Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J 6 Vigorous, Goes Readily with Group, Zestful, Given to Action — Withdrawn, Guarded, Circumspect, Individualism, Internally Restrained
O 5 Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied — Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q2 4 Group-oriented, A "Joiner" and Sound Follower, Listens to Others — Self-sufficient, Resourceful, Prefers Own Decisions
Q3 6 Undisciplined Self-conflict, Lax, Careless of Social Rules — Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q4 6 Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated — Tense, Frustrated, Overwrought, Has High Drive
A sten of 1 2 3 4 5 6 7 8 9 10 is obtained
by about 2.3% 4.4% 9.2% 15.0% 19.1% 19.1% 15.0% 9.2% 4.4% 2.3% of teen-agers
SECOND-ORDER AND DERIVED SCORES
Second Order: Extraversion, Tough Poise, Anxiety, Independence
Derived: Neuroticism, Leadership, Achievement, Creativity
Comments:
Represents Post-Test
No Pre-Test available

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Jr.-Sr. HSPQ TEST PROFILE

Name: UAPB Y.O.U. Program 1990 ___ ___ Age: _____ Sex: _____ Grade in School: _____ Date: 1990 ___

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	RAW SCORE Total	Sten Score	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) 1 2 3 4 5 6 7 8 9 10 (→ Average ←)	MEANING OF SCORE ON RIGHT
A	3			3	Cool, Reserved, Impersonal, Detached, Formal, Aloof	A	Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B	5			4	**Concrete-thinking**, Less Intelligent	B	**Abstract-thinking**, More Intelligent, Bright
C	4			4	**Affected by Feelings**, Emotionally Less Stable, Easily Annoyed	C	**Emotionally Stable**, Mature, Faces Reality, Calm
D	3			4	**Phlegmatic**, Undemonstrative, Deliberate, Placid, Inactive	D	**Excitable**, Impatient, Demanding, Overactive, Easily Distracted
E	3			4	**Submissive**, Humble, Mild, Easily Led, Accommodating	E	**Dominant**, Assertive, Aggressive, Stubborn, Competitive, Bossy
F	3			3	**Sober**, Restrained, Prudent, Taciturn, Serious	F	**Cheerful**, Enthusiastic, Impulsive, Heedless, Expressive
G	4			3	**Expedient**, Disregards Rules, Self-indulgent, Nonconforming	G	**Conforming**, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H	3			4	**Shy**, Threat-sensitive, Timid, Hesitant, Intimidated	H	**Bold**, Venturesome, Uninhibited, Can Take Stress
I	3			4	**Tough-minded**, Self-reliant, No-nonsense, Rough, Realistic	I	**Tender-minded**, Sensitive, Over-protected, Intuitive, Refined
J	4			4	**Vigorous**, Goes Readily with Group, Zestful, Given to Action	J	**Withdrawn**, Guarded, Circumspect Individualism, Internally Restrained
O	3			4	**Self-assured**, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	O	**Apprehensive**, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2	5			4	**Group-oriented**, A "Joiner" and Sound Follower, Listens to Others	Q_2	**Self-sufficient**, Resourceful, Prefers Own Decisions
Q_3	3			3	**Undisciplined Self-conflict**, Lax, Careless of Social Rules	Q_3	**Self-disciplined**, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4	3			3	**Relaxed**, Tranquil, Composed, Has Low Drive, Unfrustrated	Q_4	**Tense**, Frustrated, Overwrought, Has High Drive

	1	2	3	4	5	6	7	8	9	10	
A sten of											*is obtained*
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	*of teen-agers*

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion	___	Anxiety	___
	Tough Poise	___	Independence	___
Derived	Neuroticism	___	Achievement	___
	Leadership	___	Creativity	___

Comments: ___

— Represents Post-Test

– – Represents Pre-Test

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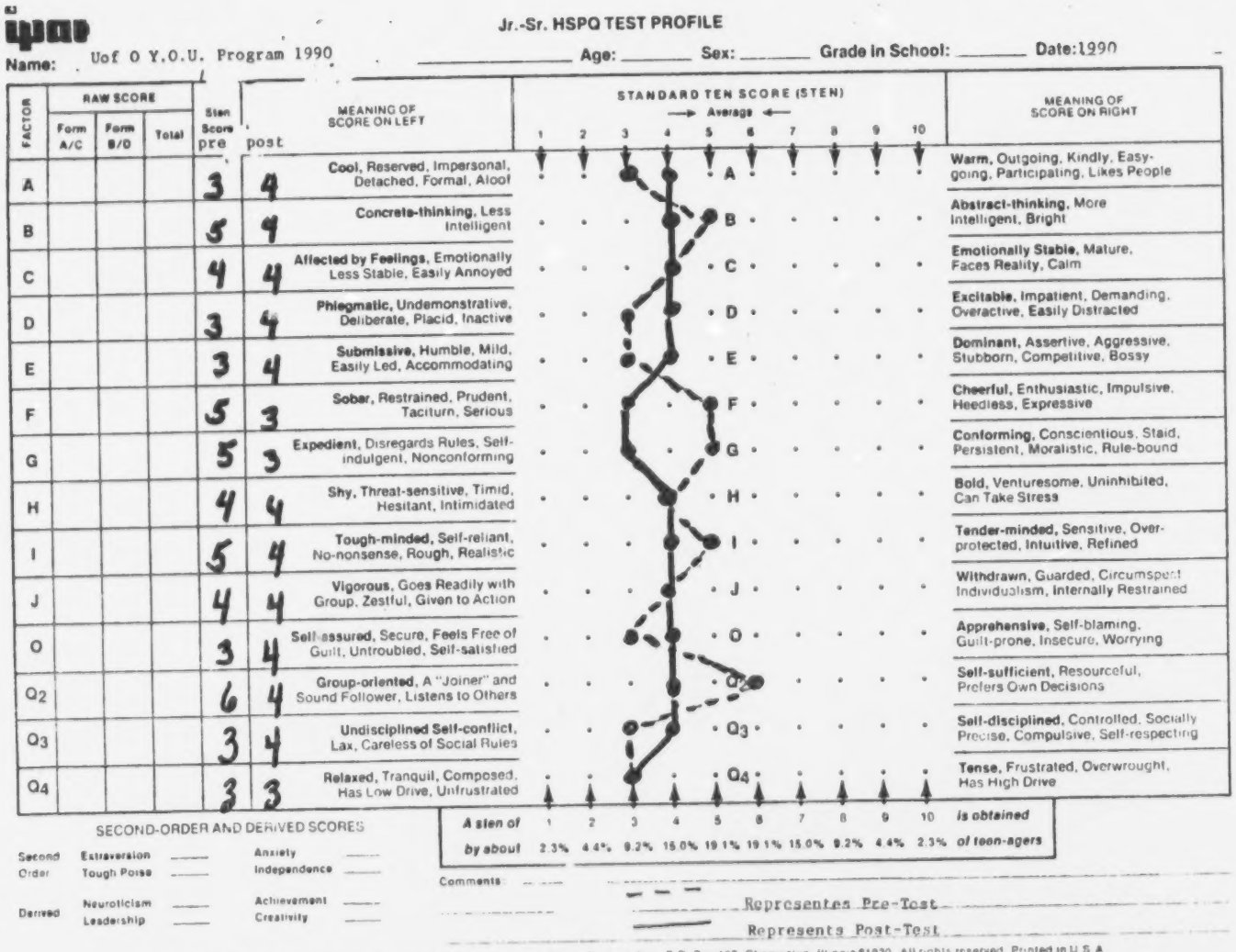

Jr.-Sr. HSPQ TEST PROFILE

Name: Uof O Y.O.U. Program 1990 Age: Sex: Grade in School: Date: 1990

FACTOR	RAW SCORE Form A/C	RAW SCORE Form B/D	RAW SCORE Total	Sten Score pre	Sten Score post	MEANING OF SCORE ON LEFT	MEANING OF SCORE ON RIGHT
A				3	4	**Cool**, Reserved, Impersonal, Detached, Formal, Aloof	**Warm**, Outgoing, Kindly, Easy-going, Participating, Likes People
B				5	4	**Concrete-thinking**, Less Intelligent	**Abstract-thinking**, More Intelligent, Bright
C				4	4	**Affected by Feelings**, Emotionally Less Stable, Easily Annoyed	**Emotionally Stable**, Mature, Faces Reality, Calm
D				3	4	**Phlegmatic**, Undemonstrative, Deliberate, Placid, Inactive	**Excitable**, Impatient, Demanding, Overactive, Easily Distracted
E				3	4	**Submissive**, Humble, Mild, Easily Led, Accommodating	**Dominant**, Assertive, Aggressive, Stubborn, Competitive, Bossy
F				5	3	**Sober**, Restrained, Prudent, Taciturn, Serious	**Cheerful**, Enthusiastic, Impulsive, Heedless, Expressive
G				5	3	**Expedient**, Disregards Rules, Self-indulgent, Nonconforming	**Conforming**, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H				4	4	**Shy**, Threat-sensitive, Timid, Hesitant, Intimidated	**Bold**, Venturesome, Uninhibited, Can Take Stress
I				5	4	**Tough-minded**, Self-reliant, No-nonsense, Rough, Realistic	**Tender-minded**, Sensitive, Over-protected, Intuitive, Refined
J				4	4	**Vigorous**, Goes Readily with Group, Zestful, Given to Action	**Withdrawn**, Guarded, Circumspect Individualism, Internally Restrained
O				3	4	**Self-assured**, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	**Apprehensive**, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2				6	4	**Group-oriented**, A "Joiner" and Sound Follower, Listens to Others	**Self-sufficient**, Resourceful, Prefers Own Decisions
Q_3				3	4	**Undisciplined Self-conflict**, Lax, Careless of Social Rules	**Self-disciplined**, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4				3	3	**Relaxed**, Tranquil, Composed, Has Low Drive, Unfrustrated	**Tense**, Frustrated, Overwrought, Has High Drive

STANDARD TEN SCORE (STEN) — Average

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments:

Represents Pre-Test

Represents Post-Test

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Jr.-Sr. HSPQ TEST PROFILE

Name: Retreat (1989) Pilot Group _ Age: _____ Sex: _____ Grade in School: _____ Date: _____

FACTOR	RAW SCORE Form A/C	Form B/D	Total	Sten Score	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) Average	MEANING OF SCORE ON RIGHT
A				5.7	Cool, Reserved, Impersonal, Detached, Formal, Aloof		Warm, Outgoing, Kindly, Easy-going, Participating, Likes People
B				5.3	Concrete-thinking, Less Intelligent		Abstract-thinking, More Intelligent, Bright
C				6.2	Affected by Feelings, Emotionally Less Stable, Easily Annoyed		Emotionally Stable, Mature, Faces Reality, Calm
D				5.9	Phlegmatic, Undemonstrative, Deliberate, Placid, Inactive		Excitable, Impatient, Demanding, Overactive, Easily Distracted
E				5.8	Submissive, Humble, Mild, Easily Led, Accommodating		Dominant, Assertive, Aggressive, Stubborn, Competitive, Bossy
F				5.2	Sober, Restrained, Prudent, Taciturn, Serious		Cheerful, Enthusiastic, Impulsive, Heedless, Expressive
G				5.8	Expedient, Disregards Rules, Self-indulgent, Nonconforming		Conforming, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H				6.0	Shy, Threat-sensitive, Timid, Hesitant, Intimidated		Bold, Venturesome, Uninhibited, Can Take Stress
I				6.2	Tough-minded, Self-reliant, No-nonsense, Rough, Realistic		Tender-minded, Sensitive, Over-protected, Intuitive, Refined
J				5.2	Vigorous, Goes Readily with Group, Zestful, Given to Action		Withdrawn, Guarded, Circumspect Individualism, Internally Restrained
O				5.6	Self-assured, Secure, Feels Free of Guilt, Untroubled, Self-satisfied		Apprehensive, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2				5.9	Group-oriented, A "Joiner" and Sound Follower, Listens to Others		Self-sufficient, Resourceful, Prefers Own Decisions
Q_3				5.9	Undisciplined Self-conflict, Lax, Careless of Social Rules		Self-disciplined, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4				4.7	Relaxed, Tranquil, Composed, Has Low Drive, Unfrustrated		Tense, Frustrated, Overwrought, Has High Drive

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

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SECOND-ORDER AND DERIVED SCORES

Second Order			Derived		
	Extraversion			Anxiety	
	Tough Poise			Independence	
	Neuroticism			Achievement	
	Leadership			Creativity	

Comments: _____

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Jr.-Sr. HSPQ TEST PROFILE

Name: Retreat (1990) Pilot Group Age: ____ Sex: ____ Grade in School: ____ Date: ____

FACTOR	RAW SCORE Form A/C	Form B/D	Total	Sten Score	MEANING OF SCORE ON LEFT	STANDARD TEN SCORE (STEN) — Average — 1 2 3 4 5 6 7 8 9 10	MEANING OF SCORE ON HIGHT
A				5.6	**Cool**, Reserved, Impersonal, Detached, Formal, Aloof	A	**Warm**, Outgoing, Kindly, Easy going, Participating, Likes People
B				4.5	**Concrete-thinking**, Less Intelligent	B	**Abstract-thinking**, More Intelligent, Bright
C				6.6	**Affected by Feelings**, Emotionally Less Stable, Easily Annoyed	C	**Emotionally Stable**, Mature, Faces Reality, Calm
D				5.5	**Phlegmatic**, Undemonstrative, Deliberate, Placid, Inactive	D	**Excitable**, Impatient, Demanding, Overactive, Easily Distracted
E				6.7	**Submissive**, Humble, Mild, Easily Led, Accommodating	E	**Dominant**, Assertive, Aggressive, Stubborn, Competitive, Bossy
F				4.9	**Sober**, Restrained, Prudent, Taciturn, Serious	F	**Cheerful**, Enthusiastic, Impulsive Heedless, Expressive
G				5.6	**Expedient**, Disregards Rules, Self-indulgent, Nonconforming	G	**Conforming**, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H				5.9	**Shy**, Threat-sensitive, Timid, Hesitant, Intimidated	H	**Bold**, Venturesome, Uninhibited, Can Take Stress
I				5.2	**Tough-minded**, Self-reliant, No-nonsense, Rough, Realistic	I	**Tender-minded**, Sensitive, Over-protected, Intuitive, Refined
J				6.3	**Vigorous**, Goes Readily with Group, Zestful, Given to Action	J	**Withdrawn**, Guarded, Circumspect, Individualism, Internally Restrained
O				5.0	**Self-assured**, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	O	**Apprehensive**, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2				5.9	**Group-oriented**, A "Joiner" and Sound Follower, Listens to Others	Q_2	**Self-sufficient**, Resourceful, Prefers Own Decisions
Q_3				6.1	**Undisciplined Self-conflict**, Lax, Careless of Social Rules	Q_3	**Self-disciplined**, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4				5.2	**Relaxed**, Tranquil, Composed, Has Low Drive, Unfrustrated	Q_4	**Tense**, Frustrated, Overwrought Has High Drive

A sten of	1	2	3	4	5	6	7	8	9	10	*is obtained*
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	*of teen-agers*

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments: ____

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Jr.-Sr. HSPQ TEST PROFILE

Name: Retreat (1990) 1989 Group Age: _____ Sex: _____ Grade in School: _____ Date: _____

FACTOR	RAW SCORE Form A/C	Form B/D	Total	Sten Score	MEANING OF SCORE ON LEFT	MEANING OF SCORE ON RIGHT
A				4.4	**Cool**, Reserved, Impersonal, Detached, Formal, Aloof	**Warm**, Outgoing, Kindly, Easy-going, Participating, Likes People
B				3.6	**Concrete-thinking**, Less Intelligent	**Abstract-thinking**, More Intelligent, Bright
C				6.2	**Affected by Feelings**, Emotionally Less Stable, Easily Annoyed	**Emotionally Stable**, Mature, Faces Reality Calm
D				5.2	**Phlegmatic**, Undemonstrative, Deliberate, Placid, Inactive	**Excitable**, Impatient, Demanding, Overactive, Easily Distracted
E				6.0	**Submissive**, Humble, Mild, Easily Led, Accommodating	**Dominant**, Assertive, Aggressive, Stubborn, Competitive, Bossy
F				4.7	**Sober**, Restrained, Prudent, Taciturn, Serious	**Cheerful**, Enthusiastic, Impulsive, Heedless, Expressive
G				4.7	**Expedient**, Disregards Rules, Self-indulgent, Nonconforming	**Conforming**, Conscientious, Staid, Persistent, Moralistic, Rule-bound
H				5.7	**Shy**, Threat-sensitive, Timid, Hesitant, Intimidated	**Bold**, Venturesome, Uninhibited, Can Take Stress
I				5.8	**Tough-minded**, Self-reliant, No-nonsense, Rough, Realistic	**Tender-minded**, Sensitive, Over-protected, Intuitive, Refined
J				5.9	**Vigorous**, Goes Readily with Group, Zestful, Given to Action	**Withdrawn**, Guarded, Circumspect Individualism, Internally Restrained
O				4.8	**Self-assured**, Secure, Feels Free of Guilt, Untroubled, Self-satisfied	**Apprehensive**, Self-blaming, Guilt-prone, Insecure, Worrying
Q_2				5.3	**Group-oriented**, A "Joiner" and Sound Follower, Listens to Others	**Self-sufficient**, Resourceful, Prefers Own Decisions
Q_3				5.8	**Undisciplined Self-conflict**, Lax, Careless of Social Rules	**Self-disciplined**, Controlled, Socially Precise, Compulsive, Self-respecting
Q_4				4.6	**Relaxed**, Tranquil, Composed, Has Low Drive, Unfrustrated	**Tense**, Frustrated, Overwrought, Has High Drive

STANDARD TEN SCORE (STEN) — Average

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3%	4.4%	9.2%	15.0%	19.1%	19.1%	15.0%	9.2%	4.4%	2.3%	of teen-agers

SECOND-ORDER AND DERIVED SCORES

Second Order	Extraversion		Anxiety	
	Tough Poise		Independence	
Derived	Neuroticism		Achievement	
	Leadership		Creativity	

Comments: _____

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APPENDIX D

APPENDIX D

Hello, My name is and I would like to talk to you for a few minutes about the 1989 summer Y.O.U. program here at Henderson. We would like to record you thoughts as the summer comes to an end. We will also talk with you next spring. If you don't mind. I would like to tape record this interview to check that my notes are accurate.

I.
1. What is your name?
2. What is your home town?
3. What is your school?
4. What will your grade level be this coming year?

Now I would like to know more about what you have been doing on your job site.

II.
5. What is your work site?
6. What is your job?
7. What benefits have come from this part of the Y.O.U. program?
8. What suggestions do you have that might improve this part of the Y.O.U. program?

Now I would like to know more about your academic acitivities.

III.
9. What classes have you taken?
10. What benefits have come from these classes?
11. What suggestions do you have that might improve this part of the Y.O.U. program?

Finally, I would like to know about other parts of the program.

IV.
12. What part of the Y.O.U. program was your favorite?
13. What part of the Y.O.U. program might be improved?
14. What changes have occurred for you during the Y.O.U. program?
15. What final statement would you like to make?

Thank you for your time; we will look forward to talking with you in the spring.

Question 14: "What changes have occurred for you during the Y.O.U. program?"

I learned how to stop, listen, and think before I say something.

I'm more responsible.

When I get ready to come to school, I'll pick this school because I've got more of my practice from here.

My attitude

If I don't like people, and if people talk about you just ignore them and walk away.

I know more

My attitude was real bad and now it's not.

I've gotten taller and I've learned some more and more responsibility.

I've been trying to work on my attitude; I think it's gotten a little better. It was just a bad attitude.

I know now more than I did before, and I've learned to speak up for myself.

learned to meet different people and get along with them

My work's been better, like in school. I try to study and do better grade, and I have. A's and B's are better than C's and D's.

My attitude; my personality

My attitude

I'm not as immature as I used to be.

My attitude and fighting all the time. Since I've been here I don't even thing of fighting. So when I go back it'll be like, Felecia ain't fighting, why isn't she trying to start nothing. I'm going to let them know that I've changed.

You learn how to use your money right.

Got to go on lots of trips and stuff.

I'm the same.

I've changed

A lot of them. Being more friendly to people has changed and talking back to adults has really changed.

I believed that I've become more outgoing.

I don't feel I've changed.

I've changed for the better.

I controlled myself better than I usually do and I am getting along with everybody else and stuff like that.

I feel that I've changed for the good.

I'm not a lot smarter than I was when I came here.

My attitude towards school work is better.

I learned to do my work in class.

Helped me to work better, and have responsibilities.

Questions 15: "What final statement would you like to make?"

If you come to the Y.O.U. program it would help you a lot.

I've enjoyed it and it's benefitted me in all ways of life. I'd like to have the opportunity to be in another deal like this.

It's going to do us a lot of good in the future.

It's a nice program to attend.

The program is very good. It's a good opportunity to do something for the summer instead of getting into a lot of trouble. It teaches you a lot of responsibility; it's real good.

The Y.O.U. program has given me a good start in life. I recommend that everyone join and be in the program next year.

It was the best of times; it was the worst of times.

It was very nice and I really learned a lot from it.

I've had fun at the Y.O.U. program.

I guess I'd come back if they had another one.

I would like to thank all the supervisors and workers in the program for making this a nice summer for me - thank you.

It's okay. I've had a lot of fun.

You can learn things if you take the opportunity to listen instead of acting and not paying attention.

I really like this program, and I would come back next year.

I like the Y.O.U. program; I think it's a good program for you.

Y.O.U. is fun.

It just helped me a lot and I'm so thankful for it. I would like to come again, but I can't. It was fun and it helped me with my problems. I feel alright and I'm going back happy.

I think it's great and I encourage everyone who would like to come to go ahead and come because it's very good.

It's fun and I enjoyed myself.

No final statement- I'd come back if I had the chance.

They make you study the books so you can achieve a goal in life.

It's been cool; it was fun.

Learned to work with and under other people and get along with them. I hope that more people get to enter and stay in the program next year.

I'm ready to go home.

It was an alright program and I like being here.

The program is good, it's wonderful, and I advise anyone who can get in it and be a part of it.

It was fun and I'd like to come back.

I want to come back next year.

I am going to try to encourage more people to come so they can have the same experience that I have had.

Y.O.U. is a really good program. It helps people learn to deal with their problems. Instead of telling it off on other people, they get to talk to other people from other cities and make friends with them. It's really good because when your parents come down they haven't seen you for awhile and they think you've really grown up because you haven't really told them how bad it was or have bad feelings against this or anything.

It's a good program.

I would like to thank the Y.O.U. program for letting us come here.

APPENDIX E

APPENDIX E

STUDENT INTERVIEW

Hello my name is _____ and I would like to talk to you for a few minutes about the 1988 Summer Y.O.U. Program. I would like to record your thoughts so if you don't mind, I would like to tape record this interview to check that my notes are accurate.

I. 1. What is your name?

2. What is your home town?

3. What is your school?

4. What is your grade level this year?

Now I would like to know more about what you did on your job site.

II. 5. What was your work site?

6. What was your job?

7. What benefits have come from this part of the Y.O.U. Program?

8. What suggestions do you have that might improve this part of the Y.O.U. Program?

9. Do have a part-time job now?
If so, did something you learned from the Youth Opportunities Unlimited program last summer assist you in getting this job?

Now I would like to know more about your academic activities.

III. 10. What classes did you take in the Y.O.U. Program?

11. What benefits have come from these classes?

12. What suggestions do you have that might improve this part of the Y.O.U. Program?

13. Do you feel you are doing better in school this year?

14. Are you attending school more days than last year?

15. Are you involved in any school organization or a member of a school club?

16. Do you think finishing high school is important?

17. At this time do you plan to finish high school?
If not why?

18. Are you planning to attend school after high school?
If so, what - a college or vocational/technical school?

IV. 19. What changes have occurred for you because of the Y.O.U. Program?

20. What final statement would you like to make?

Thank you for your time. The Y.O.U. Crew is looking forward to seeing you in May.

PARENT

Name:

Place:

Date:

Time:

Child:

1) Your child ,_____, attended the Y.O.U. program at Henderson.

2) Do you feel Y.O.U. has helped your child? If so, explain how.

3) What were the strengths of the program?

4) What recommendations would you make to the program?

SIBLING(S) INTERVIEW

Name(s): Age: Sex:

1.
2.
3.
4.

Place:

Time:

Date:

1) Do you know what the Youth Opportunities Unlimited (Y.O.U.) program is?

2) Has your brother/sister told you about Y.O.U.? If so, what did they tell you?

3) Have you noticed any changes in your brother/sister since Y.O.U.?

4) Would you like to have an opportunity to attend Y.O.U.? Explain why:

COUNSELOR & SCHOOL

1) Name:

2) Date:

3) Time:

4) Place:

5) Y.O.U. Student(s):

1) Please describe your impressions of the Youth Opportunities Unlimited (Y.O.U.) program?

2) Have you noticed any attendance pattern changes in the Y.O.U. graduates from pre-Y.O.U. to the present?

3) Have you noticed any behavioral changes in Y.O.U. graduates from pre-Y.O.U. to the present?

4) Have you noticed any grade trends in the Y.O.U. graduates from pre-Y.O.U. to the present?

5) Have you noticed any changes in attitude in Y.O.U. graduates from pre-Y.O.U. experience to the present?

6) Have the Y.O.U. participants talked about their experiences to others? If so, what kinds of things did the students say about Y.O.U.?

7) Suggestions or ideas?

APPENDIX F

Appendix F

Y.O.U. FOLLOW-UP

Student's Name _____

Attendance

1988 September

Days Attended	Days Absent	Days Tardy

October

Days Attended	Days Absent	Days Tardy

1989 September

Days Attended	Days Absent	Days Tardy

October

Days Attended	Days Absent	Days Tardy

Grades

1988 First grading period

Class	Grade

1989 First grading period

Class	Grade

Any observations you feel might be appropriate.

_____
_____
_____
_____

APPENDIX G

The Henderson State University
Youth Opportunities Unlimited
Follow-up Program
Cordially invites
Y.O.U.
to the
Y.O.U. Weekend Reunion
on the
Henderson State University Campus
on the day of
June 2, 1990
through the afternoon of
June 3, 1990

R.S.V.P. by May 16, 1990

The Henderson State University
Youth Opportunities Unlimited
Follow-up Program of 1988
cordially invites
Y.O.U.
to a
luncheon on
Saturday
May 27, 1989
11:30 a.m.
in Caddo Cafeteria
on the
Henderson State University Campus
at the first
Y.O.U. Weekend Reunion

84

R.S.V.P. by May 5, 1989

Parental Permission to Attend Youth Opportunities Unlimited
Weekend Retreat at Henderson State University

I hereby give my permission for my child to attend the Youth Opportunities Unlimited Weekend Retreat at Henderson State University on Saturday, June 1 and Sunday, June 2, 1991. I understand that he/she will be provided a room in an on-campus dormitory and will be served meals. Responsible staff members will be employed to supervise the dormitories.

I further understand that the University and the Youth Opportunities Unlimited program will provide the University's normal security services to my child and will exercise close, reasonable supervision of all planned activites on campus.

I understand that my child must abide by all rules, regulations, and policies established by the Youth Opportunities Unlimited program and the University, and release Henderson State University from any and all liability, claims, demands, or actions or causes of action whatsoever arising out of my damage, loss or injury which occurs as a result of a violation of these rules, regulations, and policies by any participant.

Parent/Guardian's Signature_____
(Print) Child's Name_____
(Print) Parent/Guardian's Name_____
Date_____

YOU MUST HAVE THIS PERMISSION SLIP WITH YOU IN ORDER TO BOARD A HENDERSON STATE UNIVERSITY VEHICLE.

Y.O.U. WEEKEND REUNION

SCHEDULE OF EVENTS

Saturday, June 2, 1990

1:00 - 5:00	Wells Gym open for recreation (swimming pool, weight room, basketball)
5:00 - 5:30	Get ready for dinner (Pines Dorm)
5:30 - 6:30	Dinner (Caddo Cafeteria)
6:30 - 7:00	Lori Karimi (Caddo Cafeteria)
7:00 - 8:00	Decorate for the dance (Studio H)
8:00 - 8:30	Get Ready for the Dance (Pines Dorm)
8:30 - 10:30	Dance (Studio H)
11:00	Return to Pines Dorm
11:15	Whole group meetings (Girls/Guys)

Sunday, June 3, 1990

7:00 - 8:00	Breakfast (Caddo Cafeteria)
8:00 - 9:00	Informal meeting (Caddo Cafeteria)
9:00 - 10:00	Autograph Party (Pines Dorm)
10:00 - 10:30	FREE TIME
10:30 - 11:00	Pack
12:00 - 1:00	Luncheon (Caddo Cafeteria)
1:00	Buses head for home

Autographs

Autographs

The Future

Immediate Plans:

What I Will be Doing in 5 Years:

What I Will be Doing in 10 Years:

My Career Goals:

88

Great Events of the Year

Biggest National News Events:

Biggest Local News Events:

Best Movie of the Year:

Best TV Show of the Year:

Best Actor/Actress:

Best Album of the Year:

Best Recording Group:

Current Fads:

Style of Dress:

Popular Sayings:

Biggest Sport Event:

Miscellaneous:

1991 Y.O.U.

WEEKEND RETREAT

AGENDA

SATURDAY

4:00 P.M. – 6:00 P.M. ARRIVE TO CAMPUS

6:30 P.M. - HSPQ

7:00 P.M. VIDEO - HAYGOOD GYM

8:00 P.M. - 11:00 P.M. DANCE
PIZZA PARTY
DANCE CONTEST

11:00 P.M. - 12:00 MIDNIGHT
GROUP MEETINGS IN PINES

12:30 A.M. DOORS WILL BE LOCKED!

12:30 A.M. - 1:00 VISIT IN THE DORM

SUNDAY

8:00 A.M. - BREAKFAST

9:30 A.M. VISIT IN THE DORM

10:00 A.M. - PACK AND PREPARE TO GO TO DEGRAY FOR A PICNIC

11:00 A.M. - 1:00 COOKOUT

2:00 P.M. LEAVE FOR HOME

HENDERSON STATE UNIVERSITY

YOUTH OPPORTUNITIES UNLIMITED

WEEKEND RETREAT

THIS IS TO CERTIFY THAT

ATTENDED THE 1991 Y.O.U. WEEKEND RETREAT

JUNE 1 & 2 1991

at

HENDERSON STATE UNIVERSITY

ARKADELPHIA, ARKANSAS

Virginia Hemmilla

Y.O.U. FOLLOW-UP DIRECTOR

Marshel A. Johnson

Y.O.U. Coordinator

Lisa Lance

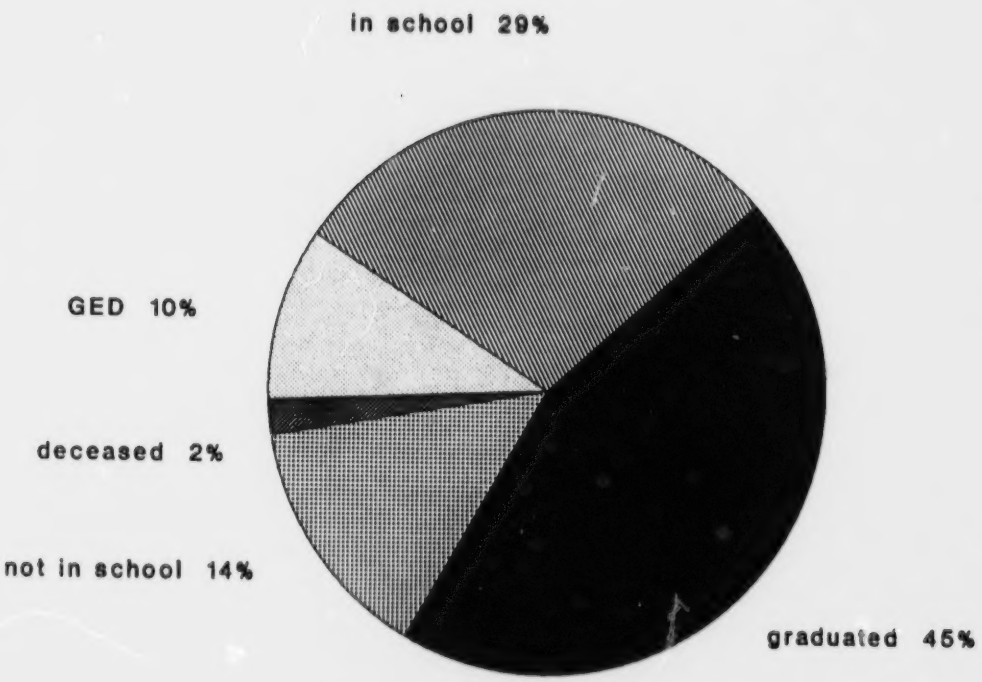
Y.O.U. Graduate Assistant

June 1, 1991

DATE

APPENDIX H

Arkansas Y.O.U. Follow-up 1988

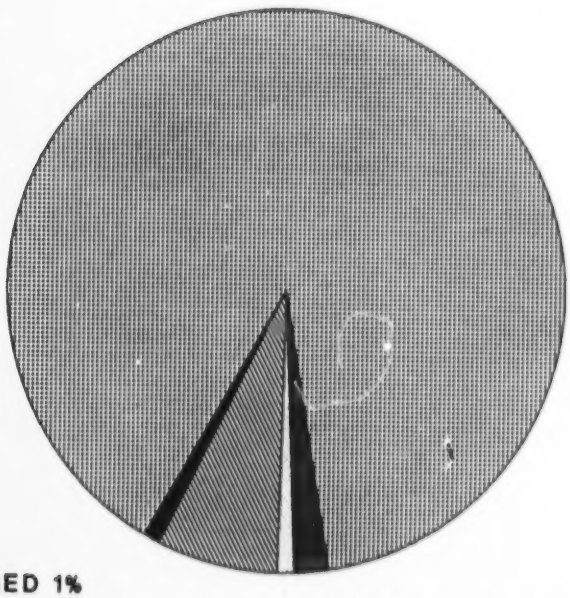


Total 42 Students
86% graduated, in school, or GED

(percentage does not include deceased)

Arkansas Y.O.U. Follow-up

1989



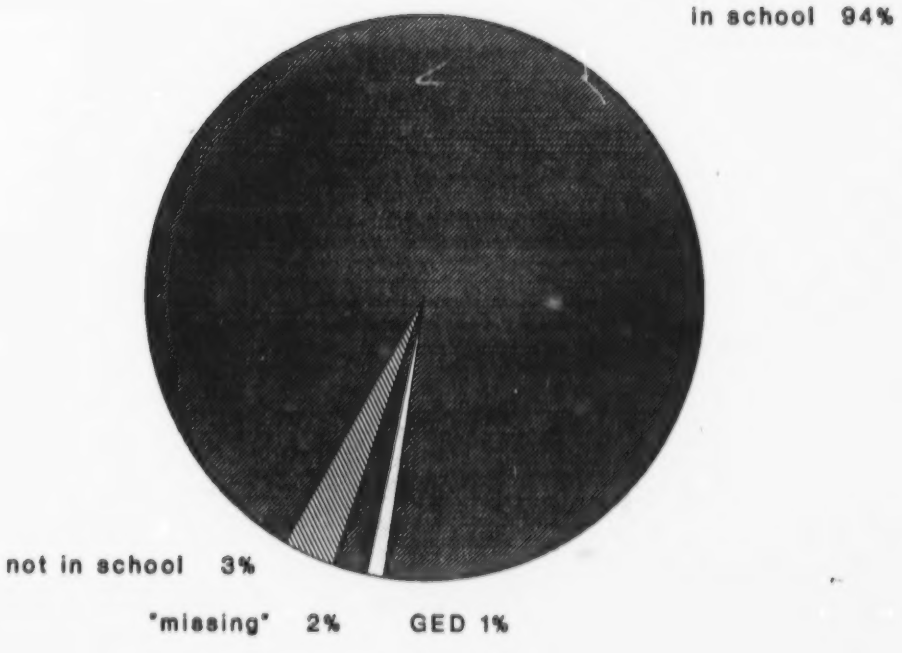
Total 169 students--91% in school or GED

(percentage does not include deceased)

93

Arkansas Y.O.U. Follow-up

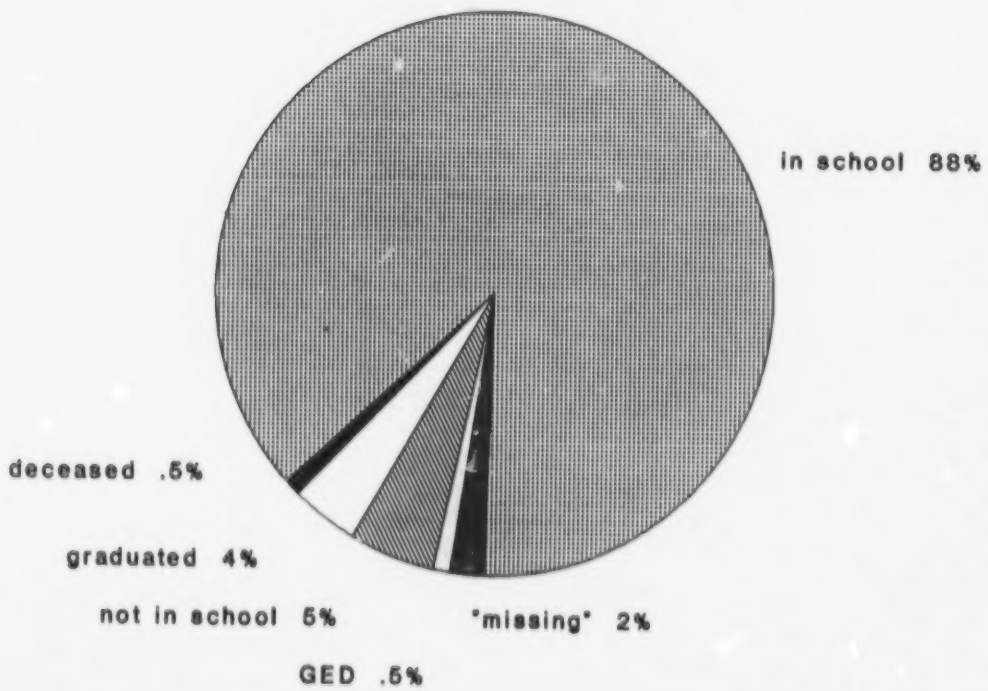
1990



Total 306 students--95% in school or GED

Arkansas Y.O.U. Follow-up

1988-1990



Total 517 Students
93% graduated, in school, or GED

(percentage does not include deceased)

95

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